

1991

# Supervisor Characteristics Affecting Subordinates' Perceptions and Reactions to the Performance Appraisal Interview.

Jeffrey Staron Rain

*Louisiana State University and Agricultural & Mechanical College*

Follow this and additional works at: [https://digitalcommons.lsu.edu/gradschool\\_disstheses](https://digitalcommons.lsu.edu/gradschool_disstheses)

---

## Recommended Citation

Rain, Jeffrey Staron, "Supervisor Characteristics Affecting Subordinates' Perceptions and Reactions to the Performance Appraisal Interview." (1991). *LSU Historical Dissertations and Theses*. 5202.  
[https://digitalcommons.lsu.edu/gradschool\\_disstheses/5202](https://digitalcommons.lsu.edu/gradschool_disstheses/5202)

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact [gradetd@lsu.edu](mailto:gradetd@lsu.edu).

## INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.



University Microfilms International  
A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA  
313/761-4700 800/521-0600



**Order Number 9207524**

**Supervisor characteristics affecting subordinates' perceptions  
and reactions to the performance appraisal interview**

**Rain, Jeffrey Staron, Ph.D.**

**The Louisiana State University and Agricultural and Mechanical Col., 1991**

**U·M·I**

**300 N. Zeeb Rd.  
Ann Arbor, MI 48106**



Supervisor Characteristics Affecting  
Subordinates' Perceptions and Reactions  
to the Performance Appraisal Interview

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy  
in  
The Department of Psychology

by  
Jeffrey Staron Rain  
B.A., The Citadel, 1985  
M.A., Louisiana State University, 1987  
August 1991

## Table of Contents

	<u>Page</u>
I. Acknowledgement .....	iii
II. Abstract .....	iv
III. Introduction .....	1
IV. Purpose of the Present Study .....	16
V. Method .....	25
VI. Results .....	35
VII. Discussion .....	43
VIII. Tables .....	57
IX. Figures .....	70
X. References .....	72
XI. Appendices .....	80
XII. Vita .....	102

## Acknowledgment

I would like to express my sincere thanks to my dissertation chairman, Dr. Dirk D. Steiner, for his measured guidance, constant support, and friendship throughout this project and my graduate education. His enthusiastic attitude and energetic style were truly motivating. I would also like to thank Drs. Irving M. Lane, David C. Blouin, Wm. Drew Gouvier, and Lorne Sulsky for their expert advise and helpful suggestions as members of my dissertation committee. Additionally, I would like to thank Ann C. Coleman for her efforts in coordinating my data collection and Paul R. Damiano for his unflinching assistance which truly made completion of this project possible.

Finally, I would like to thank my wife, Kelly, for without her tremendous patience and substantive support this dissertation would not be completed nor fully appreciated.



## Abstract

Supervisor inputs (preparation, appraisal-related knowledge, and attitudes toward the appraisal system) into the performance appraisal interview were examined, using a questionnaire, for relationships to subordinate perceptions of the supervisor's appraisal interview actions (developmental and administrative). Subordinate reaction to the appraisal interview was also assessed. Eighty-nine subordinate/supervisor pairs were randomly assigned to one of three experimental preparation conditions (Example, Improve, Control). All subjects then completed the questionnaires. The results of the experimental component indicated that supervisors who generated specific performance weakness and strength examples (Improve condition) were perceived by subordinates as engaging in significantly greater developmental behaviors than in the Control condition. Correlational results indicate that supervisor preparation and attitude toward the appraisal system have the greatest potential relationship to supervisor actions during the appraisal interview. Several limitations and suggestions for future research and practical applications are discussed.

Supervisor Characteristics Affecting  
Subordinates' Perceptions and Reactions  
to the Performance Appraisal Interview

The performance appraisal interview, or performance review, is a meeting between superiors and their subordinates focusing on the performance of the subordinates (Carroll & Schneier, 1982). A regular performance review has the potential to accomplish a variety of tasks by providing employees an indication of their current level of effectiveness, ways to improve, information concerning potential pay increases and promotions, and an opportunity to express their opinions. Over 90% of organizations claim they conduct one or a combination of these types of performance reviews (Bernardin & Beatty, 1984; Feild & Holley, 1975). The amount of research to date does not reflect this topic's importance. Performance reviews, on the whole, have not received the same research attention directed towards other facets of performance appraisal such as performance criteria, rating instruments, who should rate, rating errors, and rater training (Bernardin & Beatty, 1984; Landy & Farr, 1983).

The ability of the performance review to influence the subordinate and the organization is greatly determined by the supervisor. In this pivotal position, the supervisor mediates between the goals of the subordinate and the goals of the organization. Given the importance of the

supervisor's role, it is unfortunate that the implicit assumption is that if the appraisal review simply takes place and is conducted by a well-intentioned supervisor, then the goals of the appraisal will be met (Bernardin & Beatty, 1984). However, appraisal interview goals are more often not met (Lopez, 1968). Further, the existing appraisal interview research points to a far more complex process than simply showing up and wanting to do a good job.

A number of authors (Bernardin & Beatty, 1984; Carroll & Schneier, 1982; Cederblom, 1982; Klein, Snell, & Wexley, 1987; Wexley, 1986) have attempted to summarize the complexities of the appraisal interview. These reviews of the appraisal interview area reveal several shortcomings. However, one glaring weakness revolves around the individual inputs of the supervisor. Few appraisal interview studies have investigated what the supervisor brings to the review sessions (e.g., individual differences, training, preparation). Of the research that has included the supervisor, the majority has been limited to investigations of supervisor behaviors during the performance review, such as supportiveness shown toward the subordinate (e.g., Dorfman, Stephan, & Loveland, 1986) or the supervisor's post-interview reactions, such as satisfaction with the interview (e.g., Holloway & Wampold, 1983). This point will be evident in the literature review that follows. Interestingly, Lopez (1968) reached the same conclusion

regarding the lack of interest in supervisor characteristics about twenty years ago. Research on the rating process has also largely ignored supervisor characteristics.

Investigations of the influence of rater characteristics (when only considering the immediate supervisor as the rater) and the interaction of rater and ratee characteristics on the rating process have involved mostly demographic variables, and have only more recently addressed the cognitive processes of raters (Landy & Farr, 1983; Latham, 1986). Moreover, in a related arena, interviewer differences have been largely ignored in the volumes of research on the selection interview (Webster, 1982, p. 108).

This study aspires to improve our knowledge of the supervisor's input into the appraisal interview. The following sections present an outline of the research directed towards determining how supervisors' characteristics might affect their behavior in a performance review and subsequently, how these behaviors might lead to positive review reactions from their subordinates. First, a general framework of the performance review process will be presented. Then, using the general framework, the performance appraisal literature will be discussed with particular attention paid to the supervisor. Finally, hypotheses specific to supervisor inputs to the performance review will be developed.

### Open Systems View of the Appraisal Interview

Considering the models suggested by the reviews of the performance appraisal interview (Carroll & Schneier, 1982; Cederblom, 1982; Klein et al., 1986; Wexley, 1986), the Klein et al. model appears to be the most flexible and potentially the most comprehensive. Therefore, the Klein et al. model will serve as the general framework for presenting the performance review literature. The Klein et al. systems model was based on the open systems theory as formulated by Katz and Kahn (1978). As presented in Figure 1, the major advantage of the open systems perspective is its depiction of the performance review process as a set of interrelated individuals and events that change in response to the demands of the system's environment. The open systems approach, then, is compatible with the two major performance review theories; (1) normative appraisal interview approaches (e.g., Maier, 1958), which stress the purpose of the interview, and (2) contingency appraisal interview approaches (e.g., Cummings & Schwab, 1973), which emphasize characteristics of the job and the individual.

---

Insert Figure 1 about here

---

Three general classes of variables comprise the systems model: inputs, throughputs, and outputs. Inputs refer to the interview context and are subdivided into

organizational, appraisal-related, and individual characteristics. The events occurring during the interview are collectively termed throughputs. Finally, outputs signify the attitudinal and behavioral reactions of the individuals involved. Klein et al. (1987) also recognized exogenous systems in their model. Exogenous systems denote factors independent of what happens during the appraisal interview that might influence system outputs, such as feedback from sources other than the supervisor. Based on these variables, four linkages in the model were proposed: (1) input-throughput, (2) throughput-output, (3) system reactivation, and (4) exogenous systems. Below, each linkage will be introduced and research relevant to each linkage will be discussed briefly.

#### Input-Throughput

Research on the input-throughput linkage of performance reviews can be outlined in terms of the inputs involved. Klein et al. (1987) divided inputs into three categories: (1) organizational inputs, (2) appraisal-related inputs, and (3) individual inputs. In the following sections, the relationship between each of these categories and appraisal interview throughputs is presented.

#### Organizational Inputs

Klein et al. (1987) and Wexley (1986) suggested that organizational variables such as structure and technology affect the way performance reviews are conducted, much in

the same way as they affect how jobs are supervised or evaluated (Keeley, 1978; Likert, 1967; Mintzberg, 1973). For example, depending on the type of organizational structure, supervisors may be more or less supportive and considerate in the appraisal interview (Wexley & Klimoski, 1984; Wexley & Yukl, 1984). Further, organizational technology, such as complexity (Brinkeroff & Kanter, 1980), could influence review variables (Cummings & Schwab, 1973) such as amounts of supportiveness, consideration, and goal setting. However, no performance review research has addressed organizational inputs (Klein et al.).

#### Appraisal-Related Inputs

The purpose, frequency, and format of the interview are three factors that should affect throughputs (Klein et al., 1987). Several authors have advocated the use of separate interview styles for achieving different purposes (Cummings & Schwab, 1973; Kane & Lawler, 1979; Keeley, 1979; Maier, 1958). However, only one empirical study has been conducted on an appraisal that was not contrived only for research purposes. Prince and Lawler (1986) found that discussion of salary related to higher levels of participation and goal setting. Another study (Burke, Weitzel, & Weir, 1978) also found positive effects for pay discussion; however, no administrative decisions were actually attached to the appraisal interviews.

Considering the frequency of feedback, Cummings and Schwab (1973) propose that the frequency of feedback should be determined by the type of job (McConkie, 1979) and the performance level of the subordinate and subordinate job tenure (Kane & Lawler, 1979). Accordingly, subordinates in discretionary, nonroutine jobs would require more frequent appraisal interviews, as would low performers and recent hires.

Turning to the format's effect on appraisal interview outcomes, many of the suggestions revolve around the content of the appraisals (Klein et al., 1987). Specifically, several authors favored goal-oriented (McGregor, 1957; Meyer, Kay & French, 1965; Odiorne, 1965) and behavior-oriented (Latham & Wexley, 1981) performance reviews rather than traditional trait-oriented ones. Alternatively, Cummings and Schwab (1973) and Keeley (1978) favor varying the format in accordance with subordinate characteristics and job characteristics as discussed above regarding the frequency of the interviews.

### Individual Inputs

Subordinate characteristics. Several subordinate characteristics, such as need for achievement, need for independence, locus of control, and self-esteem have been hypothesized as influencing the appraisal interview (Klein et al., 1987). However, support for these variables has been mixed. For example, French, Kay, and Meyer (1966)



found that subordinates with high self-esteem perceived less threat in the interview than low self-esteem subordinates, and Stone, Gueutal, and McIntosh (1984) found self-esteem was positively related to feedback accuracy. On the other hand, Ilgen, Peterson, Martin, and Boeschen (1981) and Hillery and Wexley (1974) found no significant effects for subordinate self-esteem.

Dyadic characteristics. The quality of the supervisor-subordinate relationship was hypothesized by Klein et al. (1987) to affect the appraisal interview process. According to Klein et al., supervisors would treat subordinates with in-group status differently than subordinates with out-group status as hypothesized in vertical dyad linkage theory (Dansereau, Graen, & Haga, 1975). No research was reported on this topic.

Other interaction-based factors affecting the supervisor's actions and attitudes in the appraisal interview process such as the results of the performance review, supervisor attributions of subordinate performance, and supervisor trust in the subordinate have been suggested (Bernardin & Beatty, 1984; Carroll & Schneier, 1982; Klein et al., 1987; Wexley, 1986). To date, performance review researchers have neglected most of these issues (Klein et al., 1987). However, Carroll, Cintron, and Tosi (1971) did find that supervisors allowed trusted subordinates to participate more in their appraisal interviews than

nontrusted subordinates.

Supervisor characteristics. Klein et al. (1987) suggested leadership style, attitudes toward the appraisal system, and attributions about subordinate performance may influence the review process. Despite the abundance of suggestions, only a few supervisor variables have been investigated.

Carroll et al. (1971) found general managerial effectiveness to be related to effectiveness in performance interviews. Gruenfeld and Weissenberg (1966) demonstrated that a supervisor's leadership style (high initiating structure and high consideration) was related to subordinate attitudes toward the appraisal system (e.g., the review provided a needed opportunity for performance counseling).

The preceding supervisor inputs as well as the dyadic inputs represent characteristics which are potentially less amenable to change than other characteristics. For example, having supervisors change their leadership style from autocratic to democratic may be more difficult than learning new techniques of giving feedback. Some of the supervisor input characteristics that may be more easily changed are discussed in the following section. Trainable supervisor inputs to the appraisal interview can be grouped into three categories: (1) appraisal-related knowledge, (2) preparatory behaviors, and (3) appraisal system reactions.

The knowledge, skills, and abilities that a supervisor brings to the appraisal interview have been suggested as influencing the review session (Cederblom, 1982; Ilgen, Fisher, & Taylor, 1979). Appraisal-related knowledge may include the ability to give negative feedback, interpersonal skill, and proficiency in goal setting and feedback techniques. Appraisal-related knowledge may also extend to the supervisor's knowledge of the subordinate's job (Cederblom, 1982). Along these lines, Landy, Barnes, and Murphy (1978) found subordinates who perceive their supervisors as being knowledgeable about subordinate job duties rated their supervisors as less biased and more accurate in their ratings.

Other potentially trainable supervisor inputs include preparatory behaviors (Carroll & Schneier, 1982; Wexley, 1984). These behaviors denote activities in which supervisors engage, prior to the performance review, which are designed to prepare the supervisor for each review and facilitate the review process. These activities include familiarization with each subordinate's performance record, goal planning for group performance, and development of specific interview structures tailored to each subordinate.

Finally, supervisor reactions to the appraisal system are also important inputs to the performance review. Supervisor reactions result from their perceptions and beliefs surrounding the organization's commitment to and

support of the appraisal system (Lawler, Mohrman, & Resnick, 1984). These reactions might be in response to the perceived fairness, accuracy, and usefulness of the appraisal form. Reactions also arise from time constraints indicating how long the supervisor has to conduct the reviews and the perceived commitment of upper management to the necessity and outcome of the interviews. If these reactions assume a negative valence, for example when supervisors perceive upper management has no commitment to the appraisal interview, then the supervisor's behavior during the interview would reflect the same lack of commitment (e.g., no goal setting, support, or encouragement).

#### Throughput-Output

Compared with the input-throughput relation, the throughput-output linkage is a well-researched appraisal interview area (Klein et al., 1987). Since the supervisor is in control of the review session, research in this area has focused on the supervisor's actions during the review session. The supervisor's behavior during the appraisal interview is typically grouped into two categories: 1) administrative and 2) developmental. Administrative and developmental categorization follows the general notion that the appraisal process serves these two basic purposes (Landy & Farr, 1983; Meyer, Kay, & French, 1965; Prince & Lawler, 1986). Researchers have attempted to sort interview

behavior into these two areas (Cummings & Schwab, 1973; Dorfman et al., 1986; Kane & Lawler, 1979; Keeley, 1978; Wexley & Yukl, 1984). Administrative behaviors include a discussion of pay, promotions, and terminations, and dissemination of company policy information. Developmental behaviors, on the other hand, provide subordinates with specific performance feedback, support, criticism, and counseling to improve their future job performance. Recent support for the distinction between administrative and developmental functions was found in a study investigating subordinate reactions to supervisor appraisal behaviors (Dorfman, Stephan, & Loveland, 1986). Dorfman et al. factor analyzed usual interview behaviors and produced three factors associated with two developmental dimensions and one administrative dimension. The two developmental dimensions focused on supportive behaviors and performance improvement, whereas the administrative dimension emphasized discussions of pay and promotion.

For the purposes of discussion, the throughput-output research will be divided into developmental and administrative behaviors. It would appear from the following discussion that developmental appraisal interview behaviors were studied to a greater extent than administrative behaviors. However, the majority of these studies did not make a distinction between appraisal interview purposes.

### Developmental Behaviors

Goal setting. Goal setting during the performance review has been related to favorable outcomes. In the past, goal setting has correlated positively with subordinate satisfaction with the interview (Burke et al., 1978; Burke & Wilcox, 1969; Greller, 1975, 1978; Kolb & Boyatis, 1971; Nemeroff & Consentino, 1978; Thompson & Dalton, 1970), subordinate perceptions of appraisal fairness and accuracy (Landy et al., 1978), subordinate motivation to improve (Burke et al.; Burke & Wilcox; Nemeroff & Consentino), and subordinate performance improvement (Burke et al.; Burke & Wilcox; French et al., 1966; Meyer et al., 1965). Not all research, however, has found significant relationships between goal setting and appraisal interview outcomes (Dipboye & Pontbriand, 1981; Ivancevich, 1982).

Participation. Providing the subordinate with the opportunity to participate and encouraging participation have been linked to positive appraisal interview outcomes (Burke et al., 1978; Burke & Wilcox, 1969; Dipboye & Pontbriand, 1981; Greller, 1975; Nemeroff & Wexley, 1977). Also, actual subordinate participation has related to positive performance review outcomes (Bassett & Meyer, 1968; French et al., 1966). These positive effects were enhanced under conditions of low threat (Bassett & Meyer; French et al.) and if the amount of participation during the interview was congruent with previous levels of participation (French

et al.; Hillery & Wexley, 1974).

Supportiveness and praise. Positive appraisal interview outcomes, such as feedback acceptance, satisfaction, and motivation were found when supervisors provided support and gave praise for their subordinates during the interview (Burke et al., 1978; Burke & Wilcox, 1969; Carroll & Tosi, 1976; Kay, Meyer & French, 1965; Nemeroff & Wexley, 1977; Solem, 1960). For example, Kay et al. and Nemeroff and Wexley found supervisor supportiveness in the interview led to increased acceptance of appraisal feedback and satisfaction with the supervisor. For supportiveness and praise to be effective, they must be perceived as genuine and not be used to offset criticism (Kay et al.).

Criticism. While the use of support and praise results in positive outcomes, the use of criticism often yields negative appraisal interview outcomes such as subordinate defensiveness (Kay et al., 1965; Nemeroff & Wexley, 1977) or subordinate dissatisfaction (Greller, 1978). This research appears to indicate that subordinates possess a level of tolerance for criticism and when that level is surpassed, negative outcomes result.

#### Administrative Behaviors

Klein et al. (1987) suggested that clarifying the nature of the subordinate's job would result in positive performance review outcomes. Support for this idea stems

from two studies (Burke et al., 1978; Burke & Wilcox, 1969). Both studies found positive effects (e.g., increased satisfaction with appraisal review) following clarification of the subordinate's job. To date, no other administrative appraisal interview behaviors have received study.

#### System Reactivation

System reactivation refers to the dynamic, continuous (or reciprocal) aspect of the Klein et al. (1987) model. Carroll and Schneier (1982) and Klein et al. propose that previous performance appraisal interview outputs could affect subsequent interviews. However, no study has addressed this area.

#### Exogenous Systems

Klein et al. (1987) indicated that the performance review may not be the only system bearing on employee attitudes and behaviors. Other systems, such as direct effects of earlier identified inputs, other feedback sources, or the work environment may also affect attitudes and behaviors. Initial support for the influence of other feedback sources stems from a study by Greller and Herold (1975) who identified five sources of feedback: company, supervisor, coworker, job, and self. They found subordinates relied more on intrinsic feedback than on feedback from the supervisor.



### Purpose of the Present Study

The present study's purpose is to investigate how the supervisor influences the performance review process. Using Klein et al.'s (1987) model as a guide, this study investigates the influence of supervisor characteristics in the input-throughput linkage and the throughput-output linkage. Stated differently, supervisor characteristics will be studied as they relate to subordinates' perceptions of supervisor behavior during the appraisal interview, and then, how these perceptions relate to the subordinates' reactions to their interview. It is important to study these relationships for several reasons. First, the interaction of supervisor and subordinate during the appraisal review has been largely ignored in the literature. Moreover, as Ilgen et al. 1979 pointed out, the perception and acceptance of feedback given during evaluations cannot be taken for granted. Finally, the variable under investigation represent criteria of interest to multiple constituencies (organization, rater, ratee, and researcher) as suggested by Balzer and Sulsky (1990).

The supervisor was chosen as the main focus for two reasons: one theoretical and one applied. First, the theoretical reason can be stated simply; little knowledge of the role of supervisory factors in the appraisal interview exists. What has been investigated is most often based on single-sample, unreplicated studies. Second, the applied

reason is driven by potential utility. If change is required for improved appraisal interview results, it would be more economical to change the behavior of one supervisor, who has ten subordinates, than to change the ten subordinates under that same supervisor.

Long ago, Maier (1958) stated that managers lacking the necessary performance review skills could be linked to the failure of these reviews to result in subordinate performance increases. More recently, Nemeroff and Consentino (1979) noted that methods of improving supervisors' appraisal interview skills remained to be investigated. Therefore, considering the applied purpose of this paper, the focus is on what behaviors supervisors can change that will affect how they conduct the appraisal interview. The following sections develop, in greater detail, the literature on factors affecting the supervisor's interview behavior and the effect of this behavior on reactions to the appraisal interview. Figure 2 represents an initial model of supervisory factors based on these proposed relationships.

---

Insert Figure 2 about here

---

In general, the present study posits that individual inputs from the supervisor will relate to the supervisor's behavior in the appraisal interview. Stated differently,

the individual inputs are presented as trainable skills and behaviors that supervisors might acquire which will lead to more effective performance review behaviors. Effective interview behaviors might result in improved subordinate reactions, such as greater satisfaction with the review and greater motivation to improve future job performance. For example, a subordinate given a review by a supervisor skilled in providing specific, constructive feedback may be satisfied with the feedback because the supervisor has demonstrated genuine concern for helping the subordinate improve. In addition the subordinate performance may increase because he/she is now armed with exact knowledge of what needs improvement and thus is better prepared to act on this information. In the following section, hypotheses are developed around the model presented in Figure 2.

### Hypotheses

Preparatory behaviors. Ideally, prior to any meeting, a supervisor prepares by scheduling time, determining which topics to address, anticipating potential conflicts and so on. For the performance review, preparation may also be used as another method for the supervisor to increase the review's effectiveness. Specifically, the act of thinking about the upcoming performance reviews and gathering information in preparation for them has been suggested as affecting interview behaviors and reactions to the interview (Carroll & Schneier, 1982; Wexley, 1986).

To date, preparation has only been investigated as a subordinate behavior (Burke et al., 1978). However, the usefulness of preparation as a supervisor behavior seems equally advantageous (Carroll & Schneier, 1982). Burke et al. indicated that subordinate preparation (e.g., thinking about past performance and self-evaluating performance) was related to perceived influence in planning development and setting performance targets. Certainly, supervisors who "throw together" their appraisal interviews at the last moment will not be perceived as providing quality reviews. The first hypothesis aims to show how supervisor preparation can be an effective tool when conducting performance reviews.

H<sub>1</sub>: Supervisor preparation activities for subordinate appraisal interviews will correlate positively with subordinate perceptions of the quality and quantity of administrative and developmental interview behaviors. In addition, these interview behaviors will be related to greater subordinate satisfaction and motivation to improve.

As an experimental test of Hypothesis 1, supervisors will be instructed in three methods of preparing for the appraisal interview. These methods involve having the supervisors: (1) develop specific areas for their subordinates to improve and generate possible ways to accomplish the improvements (IMPROVE), (2) prepare specific

examples of their subordinate's job behavior to support their evaluation (EXAMPLE), and (3) make suggestions about ways of improving the current performance rating form (CONTROL). In general, the manipulated conditions (IMPROVE and EXAMPLE) will produce significantly greater reports of developmental and administrative actions than the CONTROL condition. Specifically:

H<sub>1a</sub>: The IMPROVE and EXAMPLE conditions will produce increased reports by subordinates of administrative actions, such as explaining how performance improvements benefit the subordinate and discussing work projects; and,

H<sub>1b</sub>: The IMPROVE and EXAMPLE conditions will produce increased reports by subordinates of developmental behaviors, such as allowing subordinate input and praising the subordinate's accomplishments.

Appraisal-related knowledge. Suggestions that the supervisor should possess certain appraisal interview skills to insure the interview's success have been made by several authors (Carroll & Schneier, 1982; Maier, 1958; Stone et al., 1984; Wexley, 1986). Specifically, Nemeroff and Consentino (1979) suggested that increasing supervisor review skills should increase their effectiveness in the interview. They found supervisors given instruction in methods of giving feedback and goal setting were rated by their subordinates as providing significantly better

performance reviews than supervisors who did not receive any instruction. Subordinates also reported that their satisfaction and motivation to improve were significantly increased when appraisal interviews were conducted by skilled supervisors.

Further, Landy et al. (1978) found that subordinates who perceived their supervisors as being more knowledgeable about their jobs rated their supervisors as less biased and more accurate in their ratings. Also, subordinates were more satisfied with their feedback when it was provided by experts (Klein, Kraut, & Wolfson, 1971).

Therefore, evidence has accumulated to suggest that the more knowledgeable (e.g., had training in goal setting) supervisors are in the appraisal process, the greater the positive reaction (e.g., higher satisfaction with appraisal interview) from their subordinates. What the subordinates are satisfied with, however, is unclear. Do supervisors with greater appraisal-related knowledge conduct performance reviews differently than their less knowledgeable cohorts? The second hypothesis proposes a test of this notion.

H<sub>2</sub>: Supervisors who are skilled and knowledgeable in interview behaviors will be perceived by their subordinates as providing a significantly greater quantity and quality of administrative and developmental appraisal interview behaviors. Again, the increase in supervisor interview

behaviors will be associated with greater positive review outcomes, such as satisfaction and motivation.

Appraisal system reactions. The reactions of supervisors to their organization's appraisal system and policies also might affect the way in which they conduct the appraisal interviews. If supervisors determine that performance review sessions are a waste of their time and effort, then they may reduce their input in the reviews and thus, change the way they conduct the reviews (e.g., provide less encouragement for their subordinates). Lawler et al. (1984) suggested that supervisors might determine the importance of performance reviews as a function of how they perceive top management's commitment to appraisals, whether supervisor rewards are contingent on effectiveness of the interviews, or whether the organization encourages the development of successful interviews (Lawler et al., 1984). To date, no research has addressed the suggestions made by Lawler et al. Therefore, the third hypothesis will assess whether supervisors' perceptions of the appraisal system affect their behavior during the review sessions.

H<sub>3</sub>: Supervisor reactions to the organization's appraisal system will be positively related to subordinate perceptions of the quality and quantity of their supervisor's administrative and developmental behaviors. Again, these behaviors

will be positively related to greater subordinate satisfaction and motivation to improve their future job performance.

Subordinate level of performance. Several authors have suggested that different types of appraisal interviews should be conducted contingent upon the performance level of the subordinate (Cummings & Schwab, 1978; Kane & Lawler, 1979; Keeley, 1978; Maier, 1958). The general proposition is that poor performers should receive appraisal interviews directed by administrative and evaluative behaviors whereas good performers should receive interviews with more behaviors directed at their future development (Cummings & Schwab). It seems logical that performance reviews of poor performers need to focus on bringing their performance level up to acceptable standards. Good performers, conversely, having already demonstrated better than acceptable performance, will focus on what lies ahead in terms of their careers or advancement.

Further, many earlier studies did not control for the subordinate's level of performance (e.g., Burke et al., 1978; Burke & Wilcox, 1969; Ilgen et al., 1981; Nemeroff & Wexley, 1977). Drawing from Dorfman et al. (1986), failure to control for subordinate level of performance may lead to a spurious relation between subordinate perceptions of their supervisor's appraisal interview behavior and subordinate reactions to the interviews. As an integration of the



contingency theory approach from Cummings and Schwab (1978) and the statistical control suggested by Dorfman et al., subordinate level of performance will be controlled in subsequent analysis of Hypotheses 1 through 3. Further, Hypothesis 4 will serve as a direct test of the influence of subordinate level of performance.

H<sub>4</sub>: Poor performers will receive less attention to their future career development and more administrative behaviors than good performers. Further, subordinate satisfaction and motivation to improve will be positively related to subordinate level of performance.

## Method

### Subjects

The final sample consisted of 89 supervisor/subordinate pairs from a large state department of mental health in the southeast United States. The department of mental health consists of seven facilities; five mental retardation centers and two state hospitals. Five of the seven facilities agreed to participate in the present study; four mental retardation centers and one state hospital. One hundred ninety supervisor/subordinate pairs were randomly selected to receive materials. Attrition due to subjects declining participation, turnover or change in job status, conclusion of the current project, and other non-specific factors resulted in a response rate of 47 percent. A supervisor/subordinate pair is defined as an employee and the supervisor who provides that employee with an annual, formal performance evaluation and a performance review interview. For inclusion, each member of the pair had to have a minimum tenure of 1 year and the supervisor had to have given a performance review to the subordinate member previously. Selection of the pairs was conducted randomly without replacement through the state agency's performance appraisal tracking database.

Of the supervisors responding, 50 were female and 36 were male (three did not indicate their gender). The supervisor's level of education was reported as follows: 13

percent "some college", 7 percent "associate degree", 7 percent college degree or equivalent", 4 percent "some graduate school", 55 percent Master's degree or equivalent", and 4 percent "Ph.D. or equivalent" (10 percent missing data). The supervisor's average age was 39.92 years ( $SD = 8.94$ ) and average length of employment was 7.59 years ( $SD = 4.96$ ). Supervisors were directors of their division, department heads, or assistant department heads. Comparisons of respondent to non-respondent demographics were limited to gender. For both supervisors and subordinates, the state agency reported that two-thirds of employees were female and one-third were male.

For the subordinates, 62 were female and 30 were male (three did not indicate their gender). Subordinate level of education was reported as: 22 percent "high school degree or GED", 13 percent "some college", 7 percent "associate degree", 17 percent college degree or equivalent", 16 percent "some graduate school", 20 percent Master's degree or equivalent", and 2 percent "Ph.D. or equivalent". The subordinates' average age was 38.41 years ( $SD = 11.31$ ) and their average length of employment was 3.96 years ( $SD = 4.13$ ). Subordinates were direct care supervisors, nursing administrators, or senior direct care providers.

### Procedure

The present study consisted of a survey with an experimental component and was conducted in three phases.

Phase One consisted of the identification of appropriate supervisor/subordinate pairs and of the manipulation of two supervisor preparatory behaviors. As stated previously, the supervisor/subordinate pairs were randomly selected. Selection was without replacement such that no supervisor participated more than once. Further, if a supervisor was scheduled to provide several performance reviews, one subordinate was randomly chosen for possible participation. The two preparatory behaviors experimentally manipulated are described in the "Experimental Manipulation" section. A control group was also included.

Phase Two entailed the administration and completion of the supervisor surveys. For matching purposes, supervisors completed the surveys using the specific subordinate identified in the assignment phase as a reference. Supervisors were instructed to deliver to the reference subordinates their materials after the interview. The subordinate materials were sealed in separate envelopes. Phase Three involved the completion of the subordinates' surveys.

Confidentiality was assured via a cover letter and by requesting that the supervisors and subordinates not put their names on the surveys. All materials were returned in a postage-paid envelope directly to the author at Louisiana State University. To facilitate the correct matching of supervisor and subordinate materials after separate return

mailings, identification numbers were assigned to each pair's materials.

### Supervisor Survey

The supervisor questionnaire contained six sections: (1) a cover letter, (2) an experimental manipulation, (3) demographic information, (4) a measure of preparatory behaviors, (5) a measure of appraisal-related knowledge, and (6) a measure of perceptions of the appraisal system.

Cover Letter. The supervisor cover letter explained the purpose of the study, assured anonymity, gave detailed instructions, and requested that the survey be mailed in the postage-paid envelope directly to the author (see Appendix A). An informed consent statement was included at the bottom of the cover letter.

Demographic Information. Supervisor demographic information included items concerning the supervisor's sex, marital status, age, highest educational level, length of employment with the organization, length of time in current position, length of time since last performance review, length of time since conducted last performance appraisal, number of employees they review, their own level of performance, and the performance rating given to the reference subordinate at the last review session (see Appendix B).

Experimental manipulation. The experimental manipulation of supervisor preparatory behaviors consisted

of providing supervisors with slightly different instruction on one additional task they completed prior to conducting performance reviews. These manipulated behaviors were to be performed by the supervisors in addition to their normal performance review activities (not to interfere with any preparatory behaviors they might already do). Supervisors were assigned to the experimental manipulations randomly. The manipulation included two experimental conditions and a control condition. Specifically, these conditions involved having the supervisors: (1) prepare specific examples of their subordinate's job behavior to support their evaluation (EXAMPLE), (2) develop specific areas for their subordinate to improve and generate possible ways to accomplish the improvements, and/or identify specific areas on which to praise their subordinate (IMPROVE), and (3) suggest methods of improving the current performance appraisal rating instrument (CONTROL). Each manipulation is presented in Appendix C. Supervisors were allowed to ask questions to clarify the instructions.

Preparatory behaviors. A 10-item scale measured supervisors' pre-interview behaviors (see Appendix D). Items for this scale were based on suggestions in the literature of methods for supervisors to better prepare for the appraisal interviews they conduct (Bernardin & Beatty, 1984; Carroll & Schneier, 1982; Wexley, 1986 and others). All items were rated on a 5-point Likert-type scale. Six

items used anchors from "1" indicating strong disagreement with the statement to "5" signifying strong agreement with the statement. An example of this type of item is "I carefully reviewed the notes I have kept on my subordinate's performance." Also, for the experimental groups, two of the items served as manipulation checks.

The remaining four items used anchors referring to the amount of time scheduled for the interview. These anchors ranged from "1" denoting minimal time to "5" indicating more than enough time.

Appraisal-related knowledge. The supervisor's appraisal-related knowledge scale consisted of 16 items (see Appendix E) and indicated the supervisor's general appraisal skills and abilities. Items for this scale were developed from suggestions in the performance appraisal interview literature (Bernardin & Beatty, 1984; Carroll & Schneier, 1982; Lawler et al., 1984; Wexley, 1986 and others). Supervisors indicated, separately, their levels of experience and formal training in eight areas. Both sections used a 5-point Likert-type scale. For example, the training (experience) section was anchored such that a "1" indicates "little or no training (experience)", "3" denotes "a moderate amount of training (experience)", and "5" signifies "a lot of training (experience)".

Perceptions of the appraisal system. Supervisor perceptions of the appraisal system were measured with a 12-

item scale. The purpose of this scale was to tap the supervisor's trust and confidence in the organization's appraisal system. Items were derived, in part, from previous work by Gruenfeld and Weissenberg (1966) and Bernardin (1978) and suggestions from other relevant literature (e.g., Bernardin & Beatty, 1984). The supervisor appraisal system perception scale is presented in Appendix F. Supervisors responded to each statement concerning their perceptions of the appraisal system by using a 5-point Likert-type scale. The response scale was anchored such that a "1" indicates strong disagreement with the statement, "3" denotes neither agreement nor disagreement with the dimension, and "5" signifies strong agreement with the statement. For example, supervisors were asked for their level of agreement regarding whether their "organization's appraisal system and reviews are implemented uniformly by all supervisors."

#### Subordinate Survey

The subordinate questionnaire consisted of five sections: (1) a cover letter, (2) demographic information, (3) a measure of perceptions of their supervisor's interview behaviors (developmental and administrative), and (4) a measure of their reactions to the interview. Subordinate perceptions were chosen based on the suggestion that the way subordinates interpret supervisory behaviors determines their reactions better than actual interview behavior (Klein



et al., 1987). The items from the measures of developmental behaviors and administrative behaviors were randomly ordered in the scale.

Cover letter. The subordinate cover letter explained the purpose of the study, assured anonymity, gave detailed instruction, and requested that the survey be mailed in the postage-paid envelope directly to the author (see Appendix G). An informed consent statement was included at the bottom of the cover letter.

Demographic information. Subordinate demographic information included items concerning the subordinate's sex, marital status, age, highest educational level, length of employment with the organization, length of time in current position, length of time since last performance appraisal, and outcome of their last performance rating (see Appendix H).

Perceptions of supervisor's interview behavior. Subordinate perceptions of the supervisor's appraisal interview behaviors were assessed with a 22 item instrument (see Appendix I). This scale was divided into two subscales, one tapped specific administrative (eight items) and the other tapped specific developmental behaviors (14 items), which reflect the supervisor actions during the appraisal interview. The administrative scale consisted of items 3, 7, 9, 11, 14, 15, 18, and 21. Items 1, 2, 4, 5, 6, 8, 10, 12, 13, 16, 17, 19, 20, and 22 comprised the

developmental scale. Items were adapted from similar measures used in the performance review literature (Burke et al., 1978; Dorfman et al., 1986; Keaveny, Inderrieden, & Allen, 1987; Landy et al., 1978; Nemeroff & Wexley, 1977). Subordinates responded to the items using a 5-point Likert-type scale. The response scale was anchored such that a "1" indicated strong disagreement with the statement, "3" denoted neither agreement nor disagreement with the dimension, and "5" signified strong agreement with the statement. For example, subordinates rated their level of agreement with the statement that their supervisor "was very supportive." High scores indicate subordinates perceived their supervisors as exhibiting more developmental (or administrative) actions.

Reactions to the appraisal interview. Subordinate reactions to their appraisal interviews were measured by a seven-item scale. The items for the subordinate reaction scales were adapted from Dorfman et al. (1986) and Burke et al. (1978). The subordinate reaction scale is presented in Appendix J. Subordinates responded to statements concerning their reaction to how the appraisal interview was conducted by using a 5-point Likert-type scale. The response scale was anchored such that a "1" indicated strong disagreement with the statement, "3" denoted neither agreement nor disagreement with the dimension, and "5" signified strong agreement with the statement. For example, one item asked

subordinates to rate their agreement with the statement that they were "satisfied with the discussion about my job performance with myself and my supervisor."

## Results

### Item-total Correlations and Scale Reliabilities

Item-total correlations were calculated for each scale in the present study. Items having low item-total correlations were eliminated from the scales. To be retained, each item had to meet a minimum item-total correlation of .30 (Nunnally, 1978). Items were removed from three of the scales: one item was removed from the supervisor preparatory behavior scale (item 3), one item was removed from the supervisor perception of the appraisal system scale (item 7), and five items were removed from the subordinate perception of the supervisor developmental interview behavior scale (items 2, 6, 8, 13, and 17). All scales used in the remaining analyses had coefficient alpha reliabilities ranging from .7562 to .9419. These analyses are presented in Tables 1-6.

-----  
Insert Tables 1-6 about here  
-----

### Manipulation Check

A manipulation check was conducted for the two experimental conditions: IMPROVE and EXAMPLE. Endorsement of two items from the "Supervisor Preparatory Behaviors" scale was compared to the experimental manipulation assignments of each supervisor. Specifically, an analysis of variance (ANOVA) was conducted on the item (Prep4) asking

if the supervisor "prepared specific examples of my subordinate's job performance to support feedback I gave. For example, I had a list of instances pertaining to each performance dimension on which I rated my subordinate". Likewise, an ANOVA was conducted on the item (Prep6) asking if the supervisor "developed specific points of praise or areas of performance weakness to discuss with my subordinate". To determine the effectiveness of the manipulations, higher endorsements would be expected from supervisors in the EXAMPLE condition and IMPROVE conditions for Prep4 and Prep6, respectively. In these analyses and all other analyses in the present study, the Student-Newman-Keuls mean comparison procedure was used.

The ANOVA for Prep4, the item referring to preparing specific examples, was significant [ $F(2, 82) = 3.51, p < .05$ ]. An inspection of the means (Table 7), indicates that supervisors in the EXAMPLE condition generated specific examples more than either the IMPROVE or CONTROL conditions. Relatedly, the ANOVA for Prep6, the item referring to developing specific points of praise, was significant [ $F(2, 81) = 3.42, p < .05$ ]. Supervisors in the IMPROVE condition indicated stronger agreement with having developed points of praise and areas of performance weakness than supervisors in the CONTROL condition (see Table 8).

-----  
 Insert Table 7 about here  
 -----

-----  
 Insert Table 8 about here  
 -----

### Experimental (ANCOVA) Analyses

For the experimental component of the present study, an analysis of covariance (ANCOVA) was used to determine differences in both the supervisor administrative (Hypothesis 1a) and developmental behaviors (Hypothesis 1b) under the different experimental preparatory behavior conditions with subordinate level of performance controlled. The means and correlations among the variables are presented in Table 9.

-----  
 Insert Table 9 about here  
 -----

Before interpreting the ANCOVA results, additional analyses were conducted to check the ANCOVA assumption that slopes are parallel. These analyses indicated that the assumption was valid for all three analyses: administrative behaviors [ $F(2, 82) = 2.97, ns$ ], developmental behaviors [ $F(2, 83) = 1.55, ns$ ], and subordinate reactions [ $F(2, 82) = .29, ns$ ].

Hypothesis 1a stated that the manipulated preparatory behaviors would affect the supervisor's administrative behaviors as perceived by the subordinate. The effect of the preparatory behavior manipulations on the administrative behaviors was not significant [ $F(2, 84) = .67, ns$ ]. The covariate (subordinate performance) was also not significant [ $F(1, 84) = .06, ns$ ]. Thus, Hypothesis 1a was not supported for administrative behaviors.

Subordinate perceptions of their supervisor's developmental actions were predicted to be affected by the preparatory actions of the supervisor (Hypothesis 1b). Preparatory behaviors did produce significant differences in the reported developmental behaviors [ $F(2, 85) = 3.13, p < .05$ ]; although the covariate (subordinate performance) was not significant [ $F(1, 85) = .28, ns$ ]. The adjusted means for each condition are presented in Table 10 along with mean comparison results. An inspection of this table reveals that supervisors in the IMPROVE condition ( $M = 3.88$ ) were rated by their subordinates as having engaged in significantly greater developmental behaviors than the CONTROL condition supervisors ( $M = 3.54$ ). No other differences in means were significant. Therefore, developmental behaviors were affected by preparatory behaviors as suggested in Hypotheses 1b.

-----  
Insert Table 10 about here  
-----

### Correlational Analyses

The correlational (survey) component was analyzed with Pearson Product Moment Correlation Coefficients. Then, in order to determine the relative contribution of the variables in from each hypothesis, multiple regressions were conducted. Subordinate level of performance was entered first into each regression analysis as a covariate. Three regression analyses were conducted and are presented at the end of the correlational section.

For ease of explanation, the results for Hypotheses 1, 2, and 3 are described as were their counterparts (Hypotheses 1a and 1b) for the ANCOVA results. Therefore, the results for administrative actions are presented first, followed by the results for developmental actions for each hypothesis. The correlational analyses are presented in Table 9.

Recall that Hypothesis 1 proposed that supervisor preparatory actions would positively correlate with both administrative and developmental behaviors as perceived by the subordinate. Hypothesis 1 was not supported for administrative behaviors, but was supported for developmental behaviors. Supervisor preparatory behaviors were not significantly related to subordinate perceptions of



their supervisor's administrative actions [ $r$  (84) = .14, ns]. However, supervisor preparatory actions were significantly correlated with developmental actions [ $r$  (84) = .30,  $p < .05$ ]. Hypothesis 2 predicted a positive relationship between supervisor appraisal-related knowledge and subordinate perceptions of supervisor administrative and developmental behaviors. Hypothesis 2 was not supported for either administrative behaviors [ $r$  (85) = .21, ns] or developmental behavior [ $r$  (85) = .18, ns]. As predicted in Hypothesis 3, supervisor perceptions of the organization's appraisal system were positively related to subordinate perceptions of both administrative [ $r$  (85) = .26,  $p < .05$ ] and developmental actions [ $r$  (85) = .25,  $p < .05$ ].

Although not proposed as a unique hypothesis, a central theme running through Hypotheses 1, 2, and 3 was that increases in the developmental and administrative actions would be positively related to subordinate satisfaction and motivation to change. Both administrative [ $r$  (88) = .48,  $p < .01$ ] and developmental [ $r$  (88) = .72,  $p < .01$ ] actions as reported by subordinates were found to be significantly correlated with subordinate reactions.

Hypothesis 4 stated that subordinate level of performance would be positively correlated with supervisor developmental behaviors and negatively correlated with supervisor administrative behaviors as perceived by the subordinate. It was further proposed that subordinate level

of performance would be positively related to subordinate reaction to the appraisal interview. Hypothesis 4 was not supported for either the administrative [ $r$  (89) = .03, ns], or the developmental [ $r$  (89) = .06, ns] actions, or for subordinate reaction to the interview [ $r$  (88) = .16, ns].

Summary regression analyses. Multiple regressions analyses were conducted for Hypotheses 1-4. Both subordinate perceptions of supervisor administrative and developmental actions were regressed separately on subordinate level of performance (as a covariate), supervisor preparatory actions, supervisor appraisal-related knowledge, and supervisor perceptions of the appraisal system.

With administrative actions as the dependent variable, only supervisor perception of the appraisal system was significantly related [ $t$  (1, 76) = 2.29,  $p$  < .05], as seen in Table 11. The multiple R for the model was .28. Supervisor's preparatory actions and appraisal related-knowledge were not significant. This result is consistent with Hypothesis 3 for the administrative actions.

-----  
 Insert Table 11 about here  
 -----

Table 12 shows the results for the regression of developmental behaviors on supervisor inputs. Supervisor preparation was the only variable significantly related [ $t$

(1, 76) = 2.71,  $p < .01$ ] to developmental behaviors. The multiple R for the model was .31. This analysis is consistent with the prediction of Hypothesis 1 for developmental behaviors.

-----  
Insert Table 12 about here  
-----

To test the central theme relating subordinate perceptions of supervisor administrative and developmental behaviors to subordinate reactions to the appraisal interview, an additional regression analysis was conducted. Subordinate reaction was regressed on both administrative and developmental behaviors. Developmental action on the part of the supervisor was the only significantly contributor to subordinate reaction [ $t$  (1, 83) = 9.29,  $p < .001$ ]. The results of this analysis are presented in Table 13. The multiple R for the model was .85.

-----  
Insert Table 13 about here  
-----

## Discussion

The results from the field experiment component are discussed first. Next, the correlational analyses are covered drawing upon the experimental analyses. Finally, limitations of the present study and future directions are presented.

## Experimental Results

Field experiments of the performance appraisal interview have been rare (e.g., Cummings, 1973; Nemeroff & Cosentino, 1979), at least in the published literature. These studies focused on having supervisors deliberately conduct the appraisal interview differently (e.g., change of performance appraisal process and use of feedback and goal setting, respectively) than they usually would. The present study used a field experiment design to determine what effect changes made by the supervisor before conducting the interview would have on the direction of the appraisal interview and, subsequently, on the reaction of the subordinate to the interview process.

Results were encouraging when supervisor preparation was manipulated. Specifically, supervisors who actively prepared examples of specific subordinate performances to praise or within which to suggest improvement (IMPROVE condition) were perceived by the subordinates as having engaged in significantly more developmental actions than supervisors preparing as usual. These developmental actions

indicated that supervisors were more supportive, friendly, and participative in their performance reviewing style. Having completed this type of preparation for the interview may have made the supervisors appear more genuinely concerned with the performance of their subordinates and facilitated a more efficient use of review time. These results supported the suggestions calling for more supervisor preparation made by Carroll and Schneier (1982) and Wexley (1986).

However, the other experimental condition (EXAMPLE) did not yield significant findings. Asking the supervisors to illustrate the performance feedback they gave their subordinates by generating specific behavioral examples did not significantly affect the supervisors' administrative or developmental actions.

Two possible explanations may aid the understanding of these results. First, from an inspection of the standard deviations for developmental actions (see Table 10), the homogeneity of variance assumption might be questioned. A violation of this assumption would render conclusions based on these analyses misleading and invalid. To test the homogeneity of variance assumption, a Bartlett-Box  $F$  statistic was calculated and proved nonsignificant [ $F(2, 85) = 1.44, ns$ ], indicating no violation.

The second explanation may be helpful. In discussions with the Personnel Director, it was noted that the

performance appraisal system currently in use provides the opportunity to describe, in writing, subordinate performance. Many supervisors document the performance ratings they make, though it was suggested that documentation was not uniformly conducted. Considering the similarity between the EXAMPLE manipulation and the current appraisal system, no effect would be expected when compared to the CONTROL condition. Even if these examples were not usually written down, the appraisal system may have predisposed supervisors to at least mentally generate them. Unfortunately, this alternative explanation could not be tested in the present study.

No significant differences were found in the manipulated conditions with respect to mean differences in supervisor administrative actions. Administrative actions such as performance targets, salary adjustments, and departmental policy changes may not be left solely to a supervisor's discretion. Therefore, the manner in which they are presented during the interview would be less likely to vary. Additionally, these actions may occur less frequently than developmental actions. For example, although salary discussions have been suggested as major components of performance reviews (Meyer et al., 1968; Prince & Lawler, 1986), these types of variables are often infrequently discussed. With respect to salary discussion for subjects in the present study, no merit raises were

legislated by the state government. Thus, merit pay increases were a moot point. The average administrative action rating of 2.83 (see Table 9) tends to support this notion. Whereas the administrative scale was not based on frequency, a low rating relative to other interview actions would suggest that discussions of these areas may have been less frequent.

### Correlational Results

The discussion of the correlational component of the study consists of: 1) corroboration of the experimental component and 2) discussion of additional relationships. First, the regression of supervisor inputs on developmental actions during the appraisal interview and the tests of Hypothesis 1 supported the experimental findings. Supervisor preparation was the only significant contributor to supervisor developmental actions. As the amount of preparation completed by a supervisor increased, subordinate reports of their supervisor's developmental behaviors also increased. This general finding is in direct support of the specific result of the experimental manipulation. Therefore, it is likely that preparation in general will benefit the subordinate through extra effort and ability of their supervisor to provide support and constructive suggestions.

Supervisory knowledge in the area of appraisal interview practices was unrelated to their actions during

the interview (Hypothesis 2). On the whole, supervisors considered themselves to have average knowledge and experience ( $\bar{M} = 3.61$ ) in areas such as giving feedback and setting goals. Considering that the state agency provided extensive training only for the use of the performance appraisal instrument, this finding may not be surprising. Alternatively, greater effects on appraisal interview behavior may arise from training in specific areas of interviewing, such as building rapport, managing interpersonal interaction, or developing techniques of gaining feedback acceptance. These specific areas were not assessed by the appraisal-related knowledge questionnaire.

Supervisor perceptions of the appraisal system was the only variable significantly related to subordinate reports of supervisor administrative actions, as was supported in Hypothesis 3. The degree to which supervisors viewed the appraisal system positively (e.g., having impact on personnel decisions, fairly conducted, uniformly administered, supported by top management, etc.) correlated positively with the degree to which supervisors discussed such topics as pay, promotion, performance targets, and administrative policy changes. Organizational constraints as seen by the supervisor may dictate or limit the administrative actions taken during the interview. Some organizational variables, such as openness, trust, and supportiveness, have been hypothesized as influencing



appraisal interview actions (Klein et al., 1987; Lawler et al., 1984).

As suggested earlier, the current climate of the mental health agency may help to explain both the nonsignificant experimental analysis for the EXAMPLE condition and the aforementioned relationship between the supervisors' attitude toward the appraisal system and administrative behaviors. In comparison with the other variables measured in this study, both supervisor attitude toward the appraisal system and supervisor administrative action were rated lowest. A general feeling of apathy may be reducing the efforts of supervisors.

Interviews with various supervisors may shed light on this subject. The general opinion expressed by personnel directors and upper-level managers was that the appraisal system was well-designed and provided useful information; however, because merit pay was not available (only cost-of-living increases had been given), they felt that supervisors may put less effort into the appraisals.

The final analyses investigated the relationship between the actions during the appraisal interview (administrative and developmental) and the subordinates' reactions to the interview. Again, this analysis was not a specific hypothesis, but a general theme in Hypotheses 1-3. The regression of subordinate reaction on administrative and developmental interview actions indicated that developmental

behavior was the only significant contributor. Subordinate satisfaction and motivation to improve rose dramatically as supervisors engaged in more developmental behaviors during the interview. This corroborates the findings of other research efforts linking specific developmental actions to subordinate reaction (Burke et al., 1978; Burke & Wilcox, 1969; Carroll & Tosi, 1976; Dipboye & Pontbriand, 1981; Dorfman et al., 1986; Kay et al., 1965; Nemeroff & Wexley, 1977).

For each analysis discussed above, subordinate level of performance was included as a covariate effect. Both the ANCOVA and regression analyses indicated that treating subordinate level of performance as a covariate had no effect, as did the correlational results from Hypothesis 4. Previous research had suggested that subordinate level of performance may determine to some extent the types and degrees to which supervisors engage in administrative and developmental actions, and would definitely impact subordinate reaction. For example, Dorfman et al. (1986) found that subordinate level of performance was significantly related to subordinate satisfaction and subsequent job performance. In addition, subordinate level of performance was a significant controlling factor in a study by Keaveny et al. (1987). For Keaveny et al., this effect was true for subordinate reports of satisfaction and effectiveness of the interview. It is unclear why level of

performance was not a significant variable in the present study.

Subordinate level of performance, as used in the present study, was a self-report variable supplied by the subordinate. Subordinates may have responded in a biased manner, inflating or deflating their rating, and the resulting analyses may reflect this bias. Unfortunately, personnel records were not available for verification of their reported performance ratings. However, supervisors were asked to indicate what rating they gave their reference subordinate. The correlation between the supervisor reported rating [ $\bar{M}$  = 3.89,  $\bar{SD}$  = .66] and the subordinate reported rating [ $\bar{M}$  = 3.86,  $\bar{SD}$  = .59] was significant [ $r$  (79) = .67,  $p$  < .01]. These means were not significantly different [ $t$  (76) = .00,  $ns$ ]. Additionally, the analyses were rerun with the supervisors' indicated performance rating for their subordinate; these analyses did not yield any significantly different results than those previously reported.

An alternative explanation centers around the range of subordinate level of performance. All subordinates were rated a three (25%), four (64%), or five (11%) out of a possible five on their rating scale. Similarly, subordinate ratings in Keaveny et al. (1987) were clustered at the top end of the rating scale. There may not have been sufficient variability in subordinate performance level for use as a

covariate. Thus, a restriction in range may be a likely cause of these results.

In general, the findings of the present study support some of the previously hypothesized relationships among supervisor inputs, administrative and developmental actions during the appraisal interview, and subordinate reactions. Preparation, as a rule, appears to increase the developmental actions initiated by the supervisor during the interview. Supervisors' perception of the appraisal system correlated with how they conduct administrative behaviors during the interview. And finally, the greatest determinant of subordinate satisfaction with the performance review was the perception of supervisor developmental behaviors.

#### Practical Applications

Several suggestions for practical applications stem from the present study. First, for the present sample, the experimental results demonstrate that supervisors who generate points of praise and illustrate areas of weakness (IMPROVE condition) are perceived by their subordinates as exhibiting developmental actions to a greater degree than supervisors conducting performance reviews as usual. In turn, perceived developmental actions are positively related to subordinate satisfactions. Therefore, the IMPROVE condition could be implemented on a facility-wide basis with the expectation of the above results.

A training program for supervisors could be developed along the lines of the preparatory actions covered on the supervisor preparatory questionnaire. For example, training could include methods of recording and writing behavioral descriptions, how to schedule appraisal interview meetings, or general preparation guidelines. The correlational results suggest that these behaviors have a positive relationship with perceived supervisor developmental actions. Thus, training may facilitate developmental actions on the part of supervisors.

Globally, the results from the present study indicate that positive outcomes can be achieved by focusing on the performance interview. Even a simple change in the way interviews are conducted led to a positive change in perceived supervisor actions. The ultimate success of such a focus may depend on the commitment to change exhibited by the organization. In this regard, the correlational results suggest a relationship between supervisor attitudes toward the appraisal system and their administrative actions during the interview. It may be of benefit to organizations to address these attitudes through orientation or training programs aimed at dispelling misinformation or educating employees on the organization's view of the appraisal interview. Attitudes toward the appraisal interview may be an additional source of input regarding problems with the current appraisal system and may be of interest by

themselves.

### Limitations

The results from the present study were encouraging, but several caveats should be noted. Regarding the sample, results from the present study may be more generalizable to public entities than to private institutions. The present study did utilize a random sample of participants from over 6,500 people. Further, considering the wide range of samples used in the previous studies [e.g., university (Keaveny et al., 1987); major industries (Prince & Lawler, 1986); insurance agency (Nemeroff & Cosentino, 1979)] with the similarity to some of the present study's findings, this may be less of a concern. An attempt to assess response bias between complete supervisor/subordinate pairs and incomplete pairs (only one member of pair responded) was made. No significant differences among the variables investigated were observed.

A further limitation may be cited with regard to the ability of the present effort to detect differences if in fact they exist. Thus the power of the analyses may be questioned. A power analysis was conducted for the analyses when each of the three dependent measures was used. Power for analysis of the administrative actions was .79. A power value of .82 was found for developmental action analysis. The power for the analysis of subordinate reaction was greater than .99. Each of the power analyses were judged to

be at acceptable levels, though the .79 value for administrative actions is slightly lower than the .80 rule of thumb (Cohen & Cohen, 1975).

The self-report format of the present study may also be a limitation. Response biases and common method variance can be a problem in survey research. The present study attempted to overcome these limitations. First, questions on the survey portion included items which were reverse scored, requiring careful reading of each item in order to make an accurate rating. Second, for the supervisor, written responses were required for the experimental manipulation. A review of the returned materials indicated that the majority of respondents completed the materials as instructed. Further, the manipulation check in the questionnaire data revealed that instructions were followed (see Tables 7 and 8). Finally, responses were gathered from supervisors and subordinates instead of asking only supervisors or subordinates to respond; thus, reducing the chances of subordinates or supervisors knowing the full purpose of the study. Toward this end, materials were distributed in sealed envelopes only to be opened by their intended recipients. Additionally, materials were mailed to the author separately by the supervisors and subordinates. A check was made to verify that materials mailed together (i.e., both supervisor and subordinate data in the same envelope) were sealed separately in the individual envelopes

provided.

### Future Research

The future research potential of the performance appraisal interview is tremendous. The present study represents only one step in attempting to understand the general performance review process. Still lacking is a test of a complete appraisal interview model such as the one suggested by Klein et al. (1987). Organizational variables, subordinate characteristics, and the interactions of supervisor and subordinate are worthy avenues of research. Organizational variables such as closeness of supervision and span of control can moderate the relationship between appraisal characteristics and subordinate satisfaction (Dobbins, Cardy, & Platz-Vieno, 1990). For example, Dobbins et al. found that the relationship between action plans and satisfaction was stronger when the supervisor's span of control was lower. Action plans refer to the development of methods to remediate subordinate performance weaknesses.

A future study with a larger sample would allow for specific relationships to be tested. Previous research has sporadically investigated specific behaviors. For example, subordinate participation has been linked to appraisal satisfaction (e.g., Burke et al., 1978; Dipboye & Pontbriand, 1981; Nemeroff & Wexley, 1977). Future research might be fine tuned on behavioral categories, such as participation. Participation may be defined in terms of the



absolute amount of input, the quality of input, or the precipitating events of the input (i.e., participation may be greater when salary rather than company policy is discussed). Also, specific interactions of variables in this study may be of interest. For example, how does the subordinate's level of performance and the supervisor's level of performance relate to interview behaviors and outcomes? Subordinate level of performance may have less influence on the actions of a poor performing supervisor than a high performing supervisor. The low performing supervisor may lack the ability, training, or motivation to provide a constructive performance review. The effects of a poor supervisor are likely to have their greatest impact on developmental actions.

Certainly, measuring actual subordinate performance would be a notable advancement. If extensive programs to train supervisors in methods of performance review are to be implemented, organizations will want objective indices of success (i.e., subordinates improve their performance) in addition to attitudinal measures. Attitude and action may be the product of different performance review characteristics.

Table 1

Supervisor Preparatory Behavior Scale Item Statistics

-----		
Item-Total Correlations		
-----		
Item	Original Scale	Revised Scale
-----		
PREP1	.3529	.3097
PREP2	.3827	.3757
PREP3	.1382	Dropped
PREP4	.3238	.3615
PREP5	.3854	.3841
PREP6	.3210	.3072
PREP7	.4657	.5026
PREP8	.4528	.5069
PREP9	.5098	.5661
PREP10	.7120	.6873
N	84	84
Coefficient Alpha	.7435	.7562
-----		

Table 2

Supervisor Appraisal-Related Knowledge Scale Item Statistics

-----	
Item-Total Correlations	
Item	Original Scale
-----	
ARKEXP1	.8101
ARKEXP2	.6729
ARKEXP3	.7187
ARKEXP4	.4570
ARKEXP5	.8370
ARKEXP6	.7925
ARKEXP7	.7982
ARKEXP8	.7069
ARKTRN1	.6896
ARKTRN2	.5314
ARKTRN3	.7651
ARKTRN4	.3283
ARKTRN5	.8203
ARKTRN6	.7078
ARKTRN7	.8451
ARKTRN8	.6716
N	85
Coefficient Alpha	.9419
-----	

Table 3

Supervisor Perceptions of the Appraisal System Scale Item  
Statistics

-----		
Item-Total Correlations		
-----		
Item	Original Scale	Revised Scale
-----		
PAS1	.3320	.3111
PAS2	.4614	.4396
PAS3	.7114	.7512
PAS4	.5899	.5712
PAS5	.4886	.4764
PAS6	.5233	.4781
PAS7	.2128	Dropped
PAS8	.5463	.6076
PAS9	.3507	.3431
PAS10	.4969	.5120
PAS11	.7067	.7346
PAS12	.7294	.7814
N	85	85
Coefficient Alpha	.8344	.8512
-----		

Table 4

Subordinate Perceptions of Supervisor Developmental  
Interview Behavior Scale Item Statistics

-----		
Item-Total Correlations		
-----		
Item	Original Scale	Revised Scale
-----		
PAI1	.4533	.5753
PAI2	.0693	Dropped
PAI4	.5884	.6434
PAI5	.7121	.7252
PAI6	.0142	Dropped
PAI8	.2198	Dropped
PAI10	.4065	.3253
PAI12	.3438	.3763
PAI13	.0386	Dropped
PAI16	.3184	.3650
PAI17	-.2137	Dropped
PAI19	.6892	.6794
PAI20	.6374	.7042
PAI22	.6368	.6645
N	88	88
Coefficient Alpha	.7135	.8325
-----		

Table 5

Subordinate Perceptions of Supervisor Administrative  
Interview Behavior Scale Item Statistics

---

Item-Total Correlations	
Item	Original Scale
<hr/>	
PAI3	.6516
PAI7	.5918
PAI9	.5615
PAI11	.6557
PAI14	.6983
PAI15	.6298
PAI18	.5468
PAI21	.6158
N	88
Coefficient Alpha	.8663

---

Table 6

Subordinate Reactions to the Appraisal Interview Scale Item  
Statistics

-----	
Item-Total Correlations	
Item	Original Scale
-----	
REACT1	.5911
REACT2	.6925
REACT3	.5552
REACT4	.6558
REACT5	.6472
REACT6	.5852
REACT7	.5827
N	88
Coefficient Alpha	.8477
-----	

Table 7

Manipulation Check (ANOVA) for EXAMPLE condition (Prep4)

Source	df	SS	MS	F	p
Between groups	2	4.378	2.189	3.506	.035
Within groups	82	51.198	.624		

Dependent Variable	Condition	Mean	
Prep4	Control	3.7241	A
	Improve	3.8077	A
	Example	4.2333	B

Note. Means with different letters are significantly different,  $p < .05$ .



Table 8

Manipulation Check (ANOVA) for IMPROVE Condition (Prep6)


---

Source	df	SS	MS	F	p
<hr/>					
Between groups	2	3.328	1.664	3.424	.037
Within groups	81	39.374	.486		

---

Dependent Variable	Condition	Mean
--------------------	-----------	------

---

Prep6

Control	3.7586	A
Example	3.8621	AB
Improve	4.2308	B

---



---

Note. Means with different letters are significantly different,  $p < .05$ .

Table 9

Means, Standard Deviations, and Intercorrelation Matrix for  
Covariate, Independent, and Dependent Variables

	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
1. Subordinate level of Performance	3.86	.59						
2. Preparation	3.70	.54	.10					
3. Appraisal-Related Knowledge	3.61	.76	.36	.40				
4. Perceptions of the Appraisal System	3.17	.58	-.06	.45	.32			
5. Developmental Behaviors	3.65	.63	.06	.30	.18	.25		
6. Administrative Behaviors	2.83	.76	.03	.14	.21	.26	.60	
7. Reaction	3.59	.75	.16	.19	.21	.41	.72	.48

Note.  $p < .05$  if  $r > |.23|$ . Variables 2, 3, and 4 were reported by supervisors; variables 1, 5, 6, and 7 were reported by subordinates.

Table 10

ANCOVA and Mean Comparisons of Subordinate Perception of  
Supervisor Developmental Behaviors by Experimental Condition

Source	df	SS	MS	F	p
Covariate	1	.11	.11	.28	.595
Experimental Condition	2	2.39	1.20	3.13	.049
Error	85	32.49	.38		

Condition	N	Standard Deviation	Observed Mean	Adjusted Mean	
Example	32	.680	3.510	3.512	AB
Improve	28	.497	3.881	3.879	B
Control	29	.644	3.544	3.544	A

Note. Means with different letters are significantly  
different,  $p < .05$ .

Table 11

Regression of Subordinate Perception of Supervisor  
Administrative Behaviors on Supervisor Inputs

Source	df	SS	MS	F	p	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
Regression	2	3.347	1.673	3.200	.046	.078	.053
Residual	76	39.762	.523				

Variables in Equation	B	SE B	Beta	<u>t</u>	<u>p</u>
Subordinate Level of Performance	.166	.144	.127	1.150	.254
Perception of Appraisal System	.322	.141	.253	2.293	.025
(Constant)	1.179	.733		1.608	.112

Variables not in Equation	<u>Beta</u>	<u>t</u>	<u>p</u>
Supervisor Preparation	.014	.112	.911
Appraisal-Related Knowledge	.092	.717	.476



Table 13

Regression of Subordinate Reaction to the Appraisal  
Interview on Subordinate Perception of Supervisor  
Developmental and Administrative Behaviors

Source	df	SS	MS	F	p	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>
Regression	2	25.160	12.580	45.008	.000	.721	.520
Residual	83	23.199	.280				

Variables in Equation	B	SE B	Beta	<u>t</u>	<u>p</u>
Subordinate Level of Performance	.122	.097	.095	1.250	.216
Developmental Behaviors	.835	.090	.708	9.294	.000
(Constant)	.089	.484		.184	.855

Variables not in Equation	<u>Beta</u>	<u>t</u>	<u>p</u>
Administrative Behaviors	.078	.813	.419

Figure 1. Model of Performance Appraisal Review based on Klein et al. (1987).

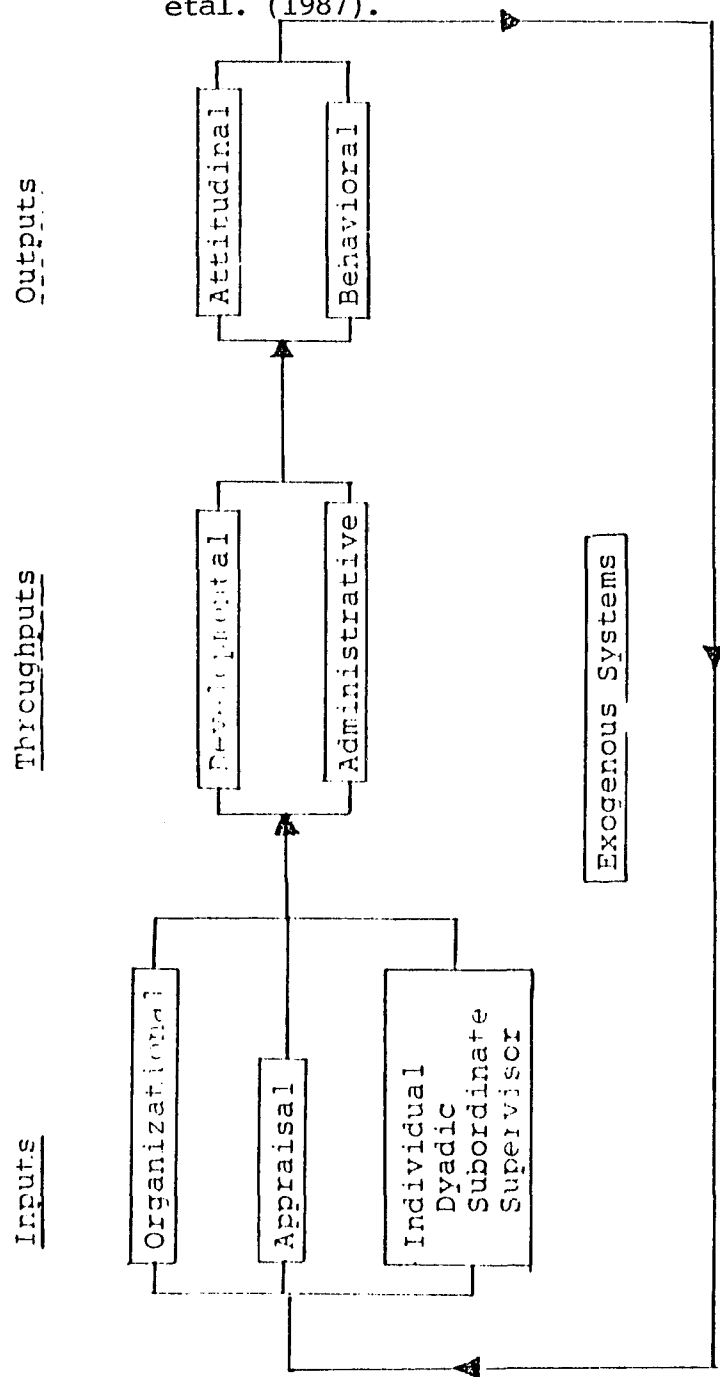
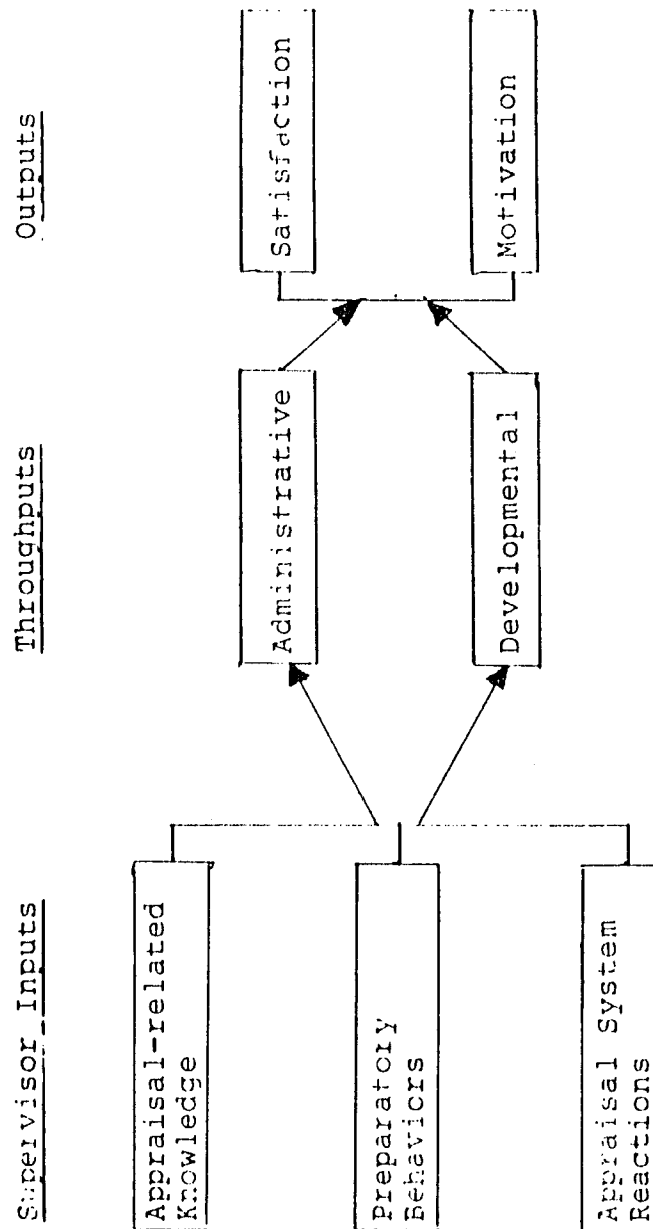


Figure 2. Proposed Model of Supervisor Inputs into the Appraisal Interview Process.





## References

- Balzer, W. K. & Sulsky, L. M. (1990). Performance appraisal effectiveness. In K. R. Murphy and F. E. Saal (Eds.), Psychology in Organizations: Integrating science and practice. Hillsdale, New Jersey: Lawrence Erlbaum.
- Bassett, G. A. & Meyer, H. H. (1968). Performance appraisal based on self-review. Personnel Psychology, 21, 421-430.
- Bernardin, H. J. & Beatty, R. W. (1984). Performance appraisal: Assessing human behavior at work. Boston, MA: Kent.
- Brinkeroff, D. W. & Kanter, R. M. (1980). Appraising the performance of performance appraisal. Sloan Management Review, 21, 3-16.
- Burke, R. J., Weitzel, W., & Weir, T. (1978). Characteristics of effective employee performance review and development interviews: Replication and extension. Personnel Psychology, 31, 903-919.
- Burke, R. J. & Wilcox, D. S. (1969). Characteristics of effective employee performance review and development interviews. Personnel Psychology, 22, 291-305.
- Carroll, S. J., Cintron, D., & Tosi, H. L. (1971). Factors related to how superiors set goals and review performance for their subordinates. Proceedings of the 79th Annual Convention of the American Psychological Association, 497-498.

- Carroll, S. J. & Schneier, C. E. (1982). Providing feedback: The performance review. In Performance appraisal and review systems (pp. 161-189). Glenville, IL: Scott-Foresman.
- Carroll, S. J. & Tosi, D. (1976). Relationship of various motivational forces to the effects of participation in goal setting in a management by objectives program. Proceedings of the Industrial Relations Research Association. Atlantic City, NJ, 20-25.
- Cederblom, D. (1982). The performance appraisal interview: A review, implications, and suggestions. Academy of Management Review, 7, 219-227.
- Cummings, L. L. (1973). A field experimental study of the effects of two performance appraisal systems. Personnel Psychology, 26, 489-502.
- Cummings, L. L. & Schwab, D. P. (1973). Designing appraisal systems for information yield. California Management Review, 20, 18-25.
- Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations. Organizational Behavior and Human Performance, 13, 46-78.
- Dipboye, R. L. & de Pontbriand, R. (1981). Correlates of employee reactions to performance appraisals and appraisal systems. Journal of Applied Psychology, 66, 248-251.

Dobbins, G. H., Candy, R. L., & Platz-Vieno, S. J. (1990).

A contingency approach to appraisal satisfaction: An initial investigation of the joint effects of organizational variables and appraisal characteristics. Journal of Management, 16(3), 619-632.

Dorfman, P. W., Stephan, W. G., & Loveland, J. (1986).

Performance appraisal behaviors: Supervisor perceptions and subordinate reactions. Personnel Psychology, 39, 579-597.

Feild, H. S. & Holley, W. H. (1975). Performance appraisal- An analysis of statewide practices. Public Personnel Management, 7, 145-150.

French, J. P., Kay, E. & Meyer, H. H. (1966). Participation and the appraisal system. Human Relations, 19, 3-19.

Greller, M. M. (1975). Subordinate participation and reaction to the appraisal interview. Journal of Applied Psychology, 60, 544-549.

Greller, M. M. (1978). The nature of subordinate participation in the appraisal interview. Academy of Management Journal, 21, 646-658.

Greller, M. M. (1980). Evaluation of feedback sources as a function of role and organization level. Journal of Applied Psychology, 65, 24-27.

Greller, M. M. & Herold, D. M. (1975). Sources of feedback: A preliminary investigation. Organizational Behavior and Human Performance, 13, 244-256.

- Gruenfeld, L. W. & Weissenberg, P. (1966). Supervisory characteristics and attitudes toward performance appraisals. Personnel Psychology, 19, 143-151.
- Hillery, J. H. & Wexley, K. N. (1974). Participation effects in appraisal interviews conducted in a training situation. Journal of Applied Psychology, 59, 168-171.
- Holloway, E. L. & Wampold, B. E. (1983). Patterns of verbal behavior and judgments of satisfaction in the supervision interview. Journal of Counseling Psychology, 30, 227-234.
- Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. Journal of Applied Psychology, 64, 349-371.
- Ilgen, D. R., Peterson, B. B., Martin, B. A., & Boeschen, D. A. (1981). Supervisor and subordinate reactions to performance appraisal sessions. Organizational Behavior and Human Performance, 28, 311-330.
- Ivancevich, J. M. (1982). Subordinates' reactions to performance appraisal interviews: A test of feedback and goal-setting techniques. Journal of Applied Psychology, 67, 581-587.
- Kane, J. S. & Lawler, E. E. (1979). Performance appraisal effectiveness: Its assessment and determinants. In B. M. Staw (Ed.), Research in organizational behavior, 1, 425-478.

- Kay, E., Meyer, H. H., & French, J. P. R. (1965). Effects of threat in a performance appraisal interview. Journal of Applied Psychology, 49, 311-317.
- Katz, D. & Kahn, R. L. (1978). The social psychology of organizations (2nd ed.). New York: Wiley.
- Keeley, M. (1978). A contingency framework for performance evaluation. Academy of Management Review, 3, 428-438.
- Klein, H. J., Kraut, A. I., & Wolfson, A. (1971). Employee reactions to attitude survey feedback: A study of the impact of structure and process. Administrative Science Quarterly, 16, 497-514.
- Klein, H. J., Snell, S. A., & Wexley, K. N. (1987). Systems model of the performance appraisal interview process. Industrial Relations, 26, 267-280.
- Kolb, D. A. & Boyatzis, R. E. (1971). Goal-setting and self-directed behavior change. In D. A. Kolb, I. M. Rubin, & S. M. McIntyre (Eds.), Organizational Psychology: A book of readings. Englewood Cliffs, NJ: Prentice-Hall.
- Landy, F. J., Barnes, J. L., & Murphy, K. R. (1978). Correlates of perceived fairness and accuracy of performance evaluation. Journal of Applied Psychology, 63, 751-754.
- Landy, F. J. & Farr, J. L. (1983). The measurement of work performance. New York: Academic Press.

- Latham, G. P. & Wexley, K. N. (1981). Increasing productivity through performance appraisal. Reading, MA: Addison-Wesley.
- Lawler, E. E., Mohrman, A. M., & Resnick, S. M. (1984). Performance appraisal revisited. Organizational Dynamics, 13, 20-35.
- Likert, R. (1967). The human organization: Its management and value. New York: McGraw-Hill.
- Lopez, F. M. (1968). Evaluating employee performance. Chicago, IL: Public Personnel Association.
- Maier, N. R. F. (1958). The appraisal interview: Objectives, methods, and skills. New York: Wiley.
- McConkie, M. L. A. (1979). A clarification of the goal setting and appraisal process in MBO. Academy of Management Review, 4, 29-40.
- McGregor, D. (1957). An uneasy look at performance appraisal. Harvard Business Review, 35, 89-94.
- Mintzberg, H. (1973). The nature of managerial work. New York, NY: Harper & Row.
- Nemeroff and Consentino, J. (1978). Utilizing feedback and goal setting to increase performance appraisal interviewer skills of managers. Academy of Management Journal, 22, 566-576.
- Nemeroff, W. F. & Wexley, K. N. (1977). Relationships between performance feedback interview characteristics and interview outcomes as perceived by managers and

- subordinates. Journal of Occupational Psychology, 52, 25-34.
- Nunnally, J. C. (1978). Psychometric theory. New York, NY: McGraw-Hill.
- Odiorne, G. S. (1965). Management by objectives: A system of managerial leadership. Belmont, CA: Fearon Pitman.
- Prince, J. B. & Lawler, E. E. (1986). Does salary discussion hurt the developmental performance appraisal? Organizational Behavior and Human Decision Processes, 37, 357-375.
- Solem, A. R. (1960). Some supervisory problems in appraisal interviewing. Personnel Administration, 23, 27-40.
- Stone, D. L., Gueutal, H. G., & McIntosh, B. (1984). The effects of feedback sequence and expertise of the rater on perceived feedback accuracy. Personnel Psychology, 37, 487-506.
- Thompson, P. & Dalton, G. W. (1970). Performance appraisal: Managers beware. Harvard Business Review, 48, 149-158.
- Webster, E. C. (1982). The employment interview. Ontario, Canada: SIP.
- Wexley, K. N. (1986). Appraisal interview. In R. A. Berk Performance assessment (pp.167-185). Baltimore, MD: Johns Hopkins.
- Wexley, K. N. & Klimoski, R. (1984). Performance appraisal: An update. In K. M. Rowland & G. D. Ferris (Eds.), Research in personnel and human resources management.

Greenwich, CT: JAI.

Wexley, K. N., Singh, J. P., & Yukl, G. A. (1973).

Subordinate personality as a moderator of the effects of participation in three types of appraisal interviews.

Journal of Applied Psychology, 58, 54-59.

Wexley, K. N. & Yukl, G. A. (1984). Organizational behavior and personnel psychology. Homewood, IL: Irwin.



APPENDIX A  
Supervisor Cover Letter

Department of Psychology  
LOUISIANA STATE UNIVERSITY AND IN COLLEGE  
BATON ROUGE - LOUISIANA - 70803-5501  
(504) 388-8745

Dear Supervisor:

I am conducting research relevant to the Ph.D. degree in Industrial/Organizational Psychology at Louisiana State University. I am conducting this research to learn more about what opinions and experience you, as a supervisor, bring to the appraisal interview and what determines how your subordinates react to the way the reviews are done. Because this research is intended to add to our knowledge of the appraisal interview, it can directly benefit you through suggestions I will be able to make that will hopefully increase both the efficiency and usefulness of the appraisal interview.

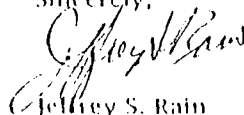
For this study to be a success, I need your help. Please read through these instructions and complete the Pre-Review packet before conducting the performance review with your subordinate. It should take you about 15 minutes. The instructions for each section are self-explanatory. Your participation is completely voluntary.

After you have conducted the performance review with your subordinate, fold and seal the 3 pages of the complete Pre-Review packet in the envelope marked "Pre-Review Materials." Next, please ask your subordinate to complete the questionnaire enclosed in the "Employee Post Review Packet" and explain that instructions are inside. Then, open your Post-Review packet and follow the instructions on the first page. It should take you about 20 minutes. After completing your Post-Review packet, seal all your materials in the pre-addressed postage paid large manila envelope.

Let me assure you that your responses to all questions are completely confidential. None of the completed questionnaires will be seen by anyone except myself. Please do not sign your name to your questionnaire only sign the consent form at the bottom. Moreover, the results of this study will be reported so that no individual person can be identified.

Your interest and cooperation are greatly appreciated. Your responses will contribute significantly to this study. If you have any questions regarding this study, entitled "Performance Appraisal Interview Survey", feel free to contact me: 1315 H. Jefferson St. #211, Jackson, MS 39202 or phone 353-8338 (h) or 353-0640 (o). Thank you once again!

Sincerely,

  
Jeffrey S. Rain

PLEASE READ AND SIGN THE FOLLOWING STATEMENTS:

I have read the above statements regarding my participation in this research study and understand them. I hereby agree to participate in this study.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

APPENDIX B

Supervisor Demographic Information

## Demographic Information

The following information is needed for statistical purposes only.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Divorced ☐ Separated  
☐ Widowed ☐ Single, never married
3. Age: \_\_\_\_\_
4. Please check the highest level of formal education you had:  
☐ Some high school ☐ High school degree or GED  
☐ Some college ☐ Associate college degree  
☐ College degree or equivalent ☐ Some graduate school  
☐ Master's degree or equivalent ☐ Ph.D. or equivalent
5. How long have you been employed at your facility? \_\_\_\_ Years \_\_\_\_ Months
6. How long have you been in your present position? \_\_\_\_ Years \_\_\_\_ Months
7. How long has it been since your last performance review? \_\_\_\_ Years \_\_\_\_ Months
8. How long ago has it been since you conducted a performance review session?  
\_\_\_\_ Years \_\_\_\_ Months
9. For how many employees do you provide performance reviews? \_\_\_\_
10. On the scale below, please indicate (circle one number) how your supervisor rated your overall job performance at your last performance review.  

Poor		Average		Outstanding
1	2	3	4	5
11. On the scale below, please indicate (circle one number) how you rated the overall job performance of My Subordinate at the last performance review.  

Poor		Average		Outstanding
1	2	3	4	5

## APPENDIX C

### Instruction for Supervisor Preparatory Behavior

## EXAMPLE Condition Preparation

### Instruction:

After completing the rating of *My Subordinate*, but before conducting the review session with *My Subordinate*, please read carefully the sections below and develop feedback examples as indicated. *My Subordinate* refers only to the subordinate to whom you will give the Employee Post-Review packet.

### Description:

Developing examples is a method for supervisors to better prepare themselves for the performance reviews they conduct by tailoring them to each subordinate. This procedure involves the consideration of your subordinate's individual job performance and the listing of important examples of your subordinate's performance to illustrate aspects of his/her performance evaluation and to aide in feeding back the results of his/her evaluation.

### Rationale:

Too often, "in the rush" to complete the review session, subordinates are left with uncertainty regarding why they received a particular rating. Generating examples ensures that ratings are supported with specific instances of performance and that these examples clearly explain what a subordinate has done (correctly or incorrectly). Further, the use of this procedure has the additional advantage of indicating to subordinates that they are valued employees because of the time and effort you expended in the development of these examples.

### How to:

Consider *My Subordinate's* performance since the last review. Think of something this subordinate did that illustrates the rating you gave him/her on each performance area. These examples may be for good or poor ratings depending on how you rated *My Subordinate*. Make a list of these examples. Make the examples as specific as possible. Do these topics cover all of his/her performance areas? Does it cover other job related areas the subordinate will feel are important? During the session you should cover all the examples on the list. Please list the examples below.

---

---

---

---

---

---

---

---

---

---

## IMPROVE Condition

**Preparation****Instruction:**

After completing the rating of *My Subordinate*, but before conducting the review session with *My Subordinate*, please read carefully the sections below and generate improvement areas for him/her as indicated. *My Subordinate* refers only to the subordinate to whom you will give the Employee Post-Review packet.

**Description:**

Developing specific areas for subordinates to improve or work-on are methods for supervisors to better prepare themselves for the performance reviews they conduct by tailoring them to each subordinate. This procedure involves the consideration of your subordinate's individual job performance and the listing of important areas of performance to be addressed during future performance evaluations and the suggestion of areas to improve.

**Rationale:**

Too often, "in the rush" to complete the review session, subordinates are left with uncertainty regarding what they should do differently (or continue to do) in the future. Generating specific issues for each subordinate to focus effort on in the future ensures that it is clear to them what they should do to improve their performance and thus, improve their next performance rating. Further, the use of this procedure has the additional advantage of indicating to subordinates that they are valued employees because of the time and effort you expended to help the subordinate improve.

**How to:**

Consider *My Subordinate's* performance since the last review. Think of areas of his/her performance that could be improved or changed. These topics may refer to good or poor ratings on a particular area depending upon how you rated *My Subordinate*. Make a list of these areas. Do these topics cover all of his/her performance dimensions that could be improved? Does the list cover other job related areas the subordinate will feel are important? During the session you should cover all the areas on the list. List the topics below.

---

---

---

---

---

---

---

---

---

---

## CONTROL Condition Preparation

**Instruction:**

After completing the rating of *My Subordinate*, but before conducting the review session with *My Subordinate*, please read carefully the sections below and generate suggestions that may improve the current rating form. *My Subordinate* refers only to the subordinate to whom you will give the Employee Post-Review packet.

**Description:**

Making improvement suggestions is a method for supervisors to make their job of evaluating subordinate performance easier. This process involves a consideration of the current rating form and the listing of changes or improvements you would make based on your experience with the form.

**Rationale:**

Too often, "in the rush" to complete the review session, supervisors are left to use a rating form they had little or no input on during its development. Making improvements in the rating form used to evaluate your subordinates will benefit everyone involved in the evaluation process; supervisors, subordinates, and your facility. Supervisors benefit by having a form that is easier to use. Subordinates benefit by having a form that makes their ratings more representative of their performance. The facility benefits by receiving better accepted ratings and higher quality ratings. To achieve these ends, you, the supervisor, are in the best position to improve the form since you are the one who has to use it and therefore knows the most about it.

How to:

Consider the rating form currently in use. Think of any ways you feel this form might be improved. Make a list of these suggestions. Make the suggestions as specific as possible. Is there a better method of evaluating your subordinates? Would a different form be more appropriate? Should the form look different? List your suggestions below.

1



APPENDIX D

Supervisor Perceptions of the Appraisal System

## Perceptions of the Appraisal System

Using the following scale, please indicate the degree to which you agree with each of the statements below. Please place one number in the blank to the left.

- |       | Strongly<br>Disagree   | Disagree | Neither Agree<br>nor Disagree | Agree | Strongly<br>Agree |
|-------|--|----------|-------------------------------|-------|-------------------|
|       | 1  | 2        | 3                             | 4     | 5                 |
| _____ | The time spent in the preparation and review of performance appraisals is generally time wasted.   |          |                               |       |                   |
| _____ | This organization's appraisal system and reviews are implemented uniformly by all supervisors.   |          |                               |       |                   |
| _____ | The performance appraisal serves greatly to increase mutual understanding between the supervisor and his/her subordinate.                    |          |                               |       |                   |
| _____ | Performance appraisal review meetings provide a much needed formal opportunity to counsel subordinates on how to improve their shortcomings. |          |                               |       |                   |
| _____ | Upper management fully supports the appraisal system.  |          |                               |       |                   |
| _____ | Performance reviews are just a formality, no real decisions are based on them.   |          |                               |       |                   |
| _____ | How well I conduct subordinate appraisal interviews does not affect my evaluation as supervisor.   |          |                               |       |                   |
| _____ | At this facility, every subordinate's review represents an accurate depiction of their job performance.                                      |          |                               |       |                   |
| _____ | Employees generally ignore comments made to them during review of their performance appraisals.  |          |                               |       |                   |
| _____ | Appraisal interviews are conducted fairly.   |          |                               |       |                   |
| _____ | At this facility, performance appraisals contribute significantly to the improvement of the subordinate's performance.                       |          |                               |       |                   |
| _____ | In general, I have a great deal of trust and enthusiasm for the usefulness of this department's appraisal system.                            |          |                               |       |                   |

APPENDIX E

Supervisor Appraisal-Related Knowledge

## Appraisal-related Knowledge

Using the following scale, please rate yourself on how much **experience** you feel you have in each of these areas. Please place one number in each blank on the left. In evaluating your **experience**, take into consideration the number of years that you have been a supervisor, the number of subordinates you have had, and the number of times that you have dealt with each situation.

Little or no Experience			Moderately Experienced		Very Experienced
1	2	3	4	5	

For example, being little experienced may refer to performing these activities occasionally for a few employees, over one or two years whereas being very experienced may refer to performing these activities frequently for many employees, over several years.

- |   |  |
|---|--|
| <p>___ Goal setting techniques.</p> <p>___ Giving negative feedback.</p> <p>___ Giving feedback.</p> <p>___ Interpersonal skills.</p> | <p>___ Giving performance ratings.</p> <p>___ Job duties of subordinates.</p> <p>___ Conducting performance reviews.</p> <p>___ Keeping records of subordinate's job performances.</p> |
|---|--|

Using the following scale, please rate yourself on how much **training** (reading personnel journals, receiving department training, attending seminars, etc.) you have accumulated in each of these areas. Please place one number in each blank on the left.

Little or no Training			Moderate Amount of Training		A Lot of Training
1	2	3	4	5	

For example, a little amount of training may refer to having read one article and not having attended a seminar in a particular area whereas a lot of training refers to having read a number of articles and attended several indepth seminars.

- |   |  |
|---|--|
| <p>___ Goal setting techniques.</p> <p>___ Giving negative feedback.</p> <p>___ Giving feedback.</p> <p>___ Interpersonal skills.</p> | <p>___ Giving performance ratings.</p> <p>___ Job duties of subordinates.</p> <p>___ Conducting performance reviews.</p> <p>___ Keeping records of subordinate's job performances.</p> |
|---|--|

## APPENDIX F

### Supervisor Preparatory Behaviors

## GENERAL INSTRUCTIONS:

Now that you have completed the performance review with your subordinate, please complete this 3 page Post-Review Questionnaire. When you have complete the questionnaire, enclose the sealed Pre-Review packet and this questionnaire in the large manila envelope and mail it directly to me at LSU. No additional postage is required.

### Preparatory Actions

Using the following scales, please rate the extent of your preparation for each of the areas below. These areas concern your preparation for the performance feedback meeting with *My Subordinate*. *My Subordinate* refers only to the subordinate to whom you will give the Employee Post Review packet. Consider your preparation for the review of this particular subordinate when answering the items on this page. Please place only one number in the blank to the left of each statement.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

- \_\_\_ I familiarized myself thoroughly with the past performance record of *My Subordinate*.
- \_\_\_ I developed specific group goals for each of my subordinates.
- \_\_\_ I carefully reviewed the notes I have kept on *My Subordinate's* performance.
- \_\_\_ I prepared specific examples of *My Subordinate's* job performance to support the feedback I gave. For example, I had a list of instances pertaining to each performance dimension on which I rated my subordinate.
- \_\_\_ I planned a specific format of feedback topics. For example, what areas I would touch on and in what order.
- \_\_\_ I developed specific points of praise or areas of performance weakness to discuss with *My Subordinate*.

Minimal Time		Enough Time		More than Enough Time
1	2	3	4	5

- \_\_\_ Prior to *My Subordinate's* review, I spent time carefully considering what would be important goals to set for *My Subordinate*.
- \_\_\_ I made a point to schedule time for the review session so that interruptions would be minimized.
- \_\_\_ I scheduled time for the review session so that I would not have to cut the session short.
- \_\_\_ I spent time and effort to prepare carefully for a thorough review of *My Subordinate*.

APPENDIX G

Subordinate Cover Letter

*Department of Psychology*  
**LOUISIANA STATE UNIVERSITY** - AGRICULTURAL AND MECHANICAL COLLEGE  
 BATON ROUGE - LOUISIANA - 70803 5501  
 (504) 388-8745

Dear Employee:

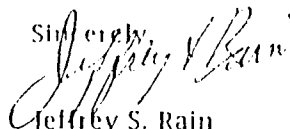
I am conducting research relevant to the Ph.D. degree in Industrial/Organizational Psychology at Louisiana State University. I am conducting this research to learn more about what determines how supervisors conduct appraisal interviews and how you, as their subordinate, react to the way they are done. Because this research is intended to add to our knowledge of the appraisal interview, it can directly benefit you through suggestions I will be able to make that will hopefully increase the usefulness of the appraisal interview.

For this study to be a success, I need your help. Please read through and complete the attached three part questionnaire after your performance review has been conducted. It should take you about 20 minutes. The instructions for each section are self-explanatory. Your participation is completely voluntary.

When you have completed the questionnaire, mail it directly to me at LSU in the attached envelope. No additional postage is required.

Let me assure you that your responses to all questions are completely confidential. None of the completed questionnaires will be seen by anyone except myself. Please do not sign your name to your questionnaire only sign the consent form at the bottom. Moreover, the results of this study will be reported so that no individual person can be identified.

Your interest and cooperation are greatly appreciated. Your responses will contribute significantly to this study. If you have any questions regarding this study, entitled "Performance Appraisal Interview Survey", feel free to contact me: 1315 H. Jefferson St. #211, Jackson, MS 39202 or phone 353-8338 (h) or 353-0640 (o). Thank you once again!

Sincerely,  
  
 Jeffrey S. Rain

PLEASE READ AND SIGN THE FOLLOWING STATEMENTS:

I have read the above statements regarding my participation in this research study and understand them. I hereby agree to participate in this study.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_



APPENDIX H

Subordinate Demographic Information

## Part One—Demographic Information

The following information is needed for statistical purposes only.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Divorced ☐ Separated  
☐ Widowed ☐ Single, never married
3. Age: \_\_\_\_\_
4. Please check the highest level of formal education you had:  
☐ Some high school ☐ High school degree or GED  
☐ Some college ☐ Associate college degree  
☐ College degree or equivalent ☐ Some graduate school  
☐ Master's degree or equivalent ☐ Ph.D. or equivalent
5. How long have you been employed at this facility? \_\_\_\_ Years \_\_\_\_ Months
6. How long have you been in your present position? \_\_\_\_ Years \_\_\_\_ Months
7. How long has it been since your last performance review? \_\_\_\_ Years \_\_\_\_ Months
8. On the scale below, please indicate (circle one number) how your supervisor rated your overall job performance at your last performance review.

Poor		Average		Outstanding
1	2	3	4	5

## APPENDIX I

### Subordinate Perceptions of Supervisor Interview Behavior

## Part Two—Perceptions of the Appraisal Interview

Think about your last performance review session. Then, using the following scale, please indicate the degree to which you agree that each of the statements below describes what occurred during your review session. Please place one number in each blank on the left.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

- \_\_\_ My supervisor's feedback was not very useful.
- \_\_\_ My supervisor was calm.
- \_\_\_ My supervisor explained how improvement in my job performance would benefit myself as well as the Department of Mental Health.
- \_\_\_ My progress since my last review was fully discussed.
- \_\_\_ All of the major points of my performance review were discussed at the end of the session.
- \_\_\_ I talked more than my supervisor.
- \_\_\_ All relevant changes in department policy were discussed.
- \_\_\_ I was not frequently praised for what I had done well.
- \_\_\_ I had a lot of influence in planning my career development during the interview.
- \_\_\_ Few job problems were cleared up.
- \_\_\_ Several future goals or performance targets were set.
- \_\_\_ I was given little opportunity to present my ideas and feelings.
- \_\_\_ My supervisor tried to be friendly during the interview.
- \_\_\_ My supervisor scheduled a follow-up meeting during the interview.
- \_\_\_ Salary was thoroughly discussed.
- \_\_\_ My supervisor frequently asked me how I thought I was doing on particular parts of my job.
- \_\_\_ My supervisor criticized me a lot for what I had done wrong.
- \_\_\_ Future work projects were fully discussed.
- \_\_\_ I was given a lot of opportunity to express my feelings concerning my evaluation.
- \_\_\_ My supervisor and I were in agreement about what most of my job duties were.
- \_\_\_ Promotion opportunities were thoroughly discussed.
- \_\_\_ My supervisor was very supportive.

## APPENDIX J

### Subordinate Reactions to the Appraisal Interview

### Part Three—Reactions to the Appraisal Interview

Using the following scale, please indicate the degree to which you agree with each of the statements below. Please place one number in each blank on the left.

- |  | Strongly<br>Disagree | Disagree | Neither Agree<br>nor Disagree | Agree | Strongly<br>Agree |
|--|----------------------|----------|-------------------------------|-------|-------------------|
|  | 1                    | 2        | 3                             | 4     | 5                 |
| _____  |                      |          |                               |       |                   |
| My last performance review session greatly increased my understanding of what my supervisor expected me to achieve on the job (your job responsibilities). |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| I was not satisfied with the discussion about my job performance between myself and my supervisor.   |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| If I was going to have a performance review session tomorrow, I would be looking forward to it.  |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| As a result of my performance interview, I am motivated to do my very best.  |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| The performance appraisal session I just had was very fair.  |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| As a result of my performance interview, I am not willing to work as hard as I have in the past.   |                      |          |                               |       |                   |
| _____  |                      |          |                               |       |                   |
| In general, performance reviews are very valuable.   |                      |          |                               |       |                   |

**VITA**

**JEFFREY S. RAIN**

**School of Psychology  
Florida Institute of Technology  
150 West University Boulevard  
Melbourne, Florida 32901-6988  
407/768-8000 x8104**

**EDUCATION:**

B.A., May 1985  
The Citadel, Charleston, South Carolina  
Major: Psychology

M.A., December 1987  
Louisiana State University, Baton Rouge  
Major: Industrial/Organizational Psychology  
Thesis: Contrast Effects in the Evaluation of Performance

Ph.D., expected August, 1991  
Louisiana State University, Baton Rouge  
Major: Industrial/Organizational Psychology  
Split Minor: Experimental Statistics and Clinical Psychology  
Dissertation: Supervisor Characteristics Affecting Subordinates' Perceptions and Reactions to the Performance Appraisal Interview  
Major Professor: Dirk D. Steiner, Ph.D.

**WORK AND ACADEMIC  
EXPERIENCE:**

Assistant Professor of Psychology, Florida Institute of Technology, 1990 to present. Primary responsibilities include teaching (graduate and undergraduate), supervision of practica, and research.

Staff Consultant, Morris and McDaniel, Inc., 1989 - 1990. Responsibilities included participation in all phases of job analysis, salary survey, test development, test validation, and statistical analysis projects. Clients were federal, state, and local government, protective service, and private industries.

Assistant Director, Morris and McDaniel, Inc., New Orleans, Louisiana, 1989 - present. Responsibilities included office management and psychological screening for New Orleans area police and fire departments.

Research Assistant, Louisiana State Univ., 1985 - 1989.  
Responsibilities included the design and development of research materials, analysis of data, and supervision of two to five research assistants. In addition, functioned as teaching assistant for senior, junior, and sophomore level undergraduate courses. Duties also included grading of assignments, tutoring, and occasional lecturing.

Project Leader, Industrial/Organizational Consulting Practicum, Louisiana State Univ., 1987 - 1988.  
Directed the efforts of 10 doctoral students towards the continuing development and refinement of a management selection system. Project entailed the construction of a structured interview and a weighted application blank. Also conducted a validation of the organization's current selection inventory.

Industrial/Organizational Consulting Practicum, Louisiana State University, 1985 - 1988.  
Member of team-oriented consulting and research practica. Conducted organizational diagnosis of stress, developed behaviorally anchored rating scale (BARS), and implemented a survey-feedback technique.

Research Assistant, The Citadel, Jan. - May, 1985.  
Responsibilities included conducting structured interviews, and data collection and analysis for a project studying the maintenance and effectiveness of a quality circle program.

#### **PUBLICATIONS:**

Gouvier, W. D., Steiner, D. D., Jackson, W. T., Schlater, D., & Rain, J. S. (in press). Employment discrimination against handicapped job candidates: The effects of neurological causation, visibility of handicap, and public contact. Rehabilitation Psychology.

Rain J. S., Lane, I. M., & Steiner, D. D. (in press). A current look at the job satisfaction/life satisfaction relationship: Review, meta-analysis, and future considerations. Human Relations.

Steiner, D. D., & Rain, J. S. (1989). Immediate and Delayed Primacy and Recency Effects in Performance Evaluation. Journal of Applied Psychology, 74, 136-142.



**PRESENTATIONS:**

Rain, J. S., & Steiner, D. D. (1988). Contrast effects in the evaluation of performance. Poster presented at the Third Annual Conference of the Society for Industrial and Organizational Psychology, Inc., Dallas, TX.

Steiner, D. D., & Rain, J. S. (1988). Rating variable performance. Paper presented at the 96th Annual Convention of the American Psychological Association, Atlanta, GA.

Steiner, D. D., & Rain, J. S. (1987). Primacy and recency effects in performance rating. Paper presented at the 33rd Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.

**CONTINUING EDUCATION:**

Rain, J. S. (1990, December). Toward a marriage of Clinical and Industrial/Organizational Psychology: An executive assessment. Workshop presented at the Winter Meeting of the Florida Psychological Association, Kissimmee, Florida.

**PROFESSIONAL  
MEMBERSHIPS:**

Affiliate, American Psychological Association.

Affiliate, Society for Industrial and Organizational Psychology.

Member, Southeastern Psychological Association.

Member, Academy of Management.

Member, Southern Management Association.

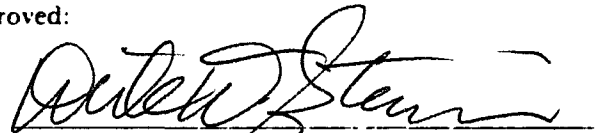
DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Jeffrey Staron Rain

Major Field: Psychology

Title of Dissertation: Supervisor Characteristics Affecting Subordinates' Perceptions  
and Reactions to the Performance Appraisal Interview

Approved:

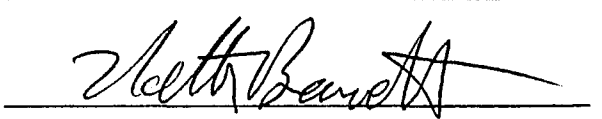
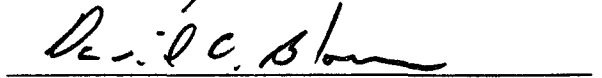
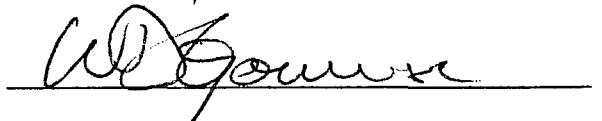
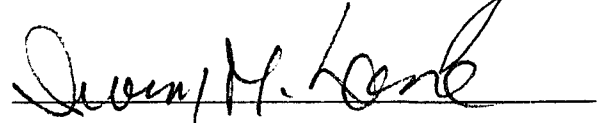
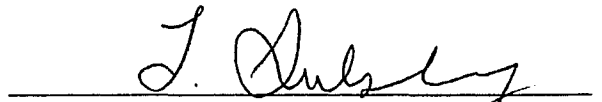


Major Professor and Chairman



Dean of the Graduate School

EXAMINING COMMITTEE:



Date of Examination:

December 14, 1990